GIRL SAFETY TOOLKIT

A RESOURCE FOR PRACTITIONERS

GirlHub

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ACKNOWLEDGEMENTS

THIS TOOLKIT IS THE RESULT OF THE EXPERIENCE, EFFORTS AND INSIGHT OF A NUMBER OF PEOPLE

This toolkit was written by Corinne Davey and edited by Sue Nolan from Global Child Protection Services on behalf of Girl Hub.

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TERMINOLOGY

ASSET

Term used to encompass skills, resources, social (voice, influence) and economic capital that girls need to reach their full potential.

ASSET TRANSFER

Term used to describe increasing the skills, resources, social and economic capital that girls have at their disposal.

CHILD PROTECTION SYSTEM

A set of laws, policies, structures and services which are designed to protect all children within a country.

FORMAL COMMUNITY CHILD PROTECTION MECHANISMS

Formalised mechanisms set up in communities to deal with child protection concerns which link with the formal child protection system.

PROGRAMME INTERVENTIONS

A set of activities that together provide a holistic programme.

PROTECTIVE ASSETS

Terms used to describe skills, resources and capital that can be used to protect girls.

SAFE PROGRAMMES

Programmes for girls that have been risk assessed and include specific strategies to make them safe for girls.

SAFETY PROGRAMMES

Programmes which are designed to specifically address girl safety issues.

SAFETY STRATEGIES

Key actions to take at each stage of the programme cycle to ensure that programmes are safe for girls.

SAFETY LENS

A means of viewing programmes in a different way - considering their impact on a girl's safety as well as her potential.

SAFETY TOOLS

Forms that can be used or adapted to record information on girl safe programmes.

SERVICES AND SERVICE PROVIDERS

A range of opportunities that are available to girls and are delivered by recognised institutions and authorities e.g. education through schools, financial support through financial institutions.

PREFACE

THE AIM OF THIS TOOLKIT IS TO SUPPORT ORGANISATIONS IN CREATING & EXPANDING SAFE OPPORTUNITIES FOR GIRLS.

Judith Bruce
Population Council

In order to be safe, girls should not have to change their essential qualities, deny themselves opportunities or move elsewhere. Communities also need to be conscious of girls as a distinct group and be responsible for providing safe access to services, entitlements, facilities and public spaces, for education, employment and leisure.

Historically 'protection' has been approached as a patron-child relationship. Many restrictive norms and assaults on girls' human rights come under the guise of 'protection', which has been used to justify practices such as Female Genital Mutilation to protect girls from the risk of being unmarried, child marriage as a means of protection from HIV and keeping girls out of school to keep them 'safe' in conflict or emergency situations. Protecting girls in the world has, in effect, meant keeping girls from the world. In a study of girls' protection strategies in Zambia 82% of girls in two urban samples said their strategic response to threats was to 'stay at home[1].

It is not enough to tell girls they should be safe, implicitly putting the burden on them, or that they should make 'good choices', often when they have none.

Internalised norms of appropriate response to risk become informed by what a 'good and wise' girl does. She does not put herself in harm's way so what does she do? Stay at home? Not take a job? Not migrate if there are better opportunities? Does she decide not to develop a skill that might put her in competition with men or bring her into unfamiliar zones?

Should those who work with girls in developing themselves, discourage them, or enable them to progress, conscious that they may run into 'problems'? These are the challenges we must rise to meet to promote girls' access to the benefits of life. They need to have protective assets to confront the power struggles inside their own households, in community institutions, and eventually with male partners, co-workers, peers, and potential predators in the wider world.

A safe programme needs to build the social capital of girls, not only to build their sense of comfort and support them in gaining and deploying skills, but also to provide them with an early sensing device, to help them assess and deal with risk. This requires that girls work together, as a girl alone may think she is at fault. She needs partners, a social team to work with, to discuss what's going on and have her experience validated. She needs a place to understand that what she has experienced is not about her but about how the world treats young, poor females. This female-only space is a place where girls work to identify what the process of safety looks like and craft their own protection strategies. Without this space, we will miss important opportunities to learn and potentially put girls in harm's way.

[1] http://www.popcouncil.org/uploads/pdfs/2010PGY_ZambiaGirlsHIVProtection.pdf

SECTION I:
UNDERSTANDING GIRL SAFETY

1. **The best interests of the girl should be at the centre of all decisions.**
2. **Girls should be asked what makes them feel safe/unsafe.**
3. **Safety strategies should be implemented to reduce risks for girls.**
4. **Safety strategies should enable girls to participate in programmes and activities in order to reach their full potential.**
5. **Everyone working with girls should become skilled and confident in designing and implementing girl safe programmes and activities.**
6. **Learning must take place throughout the programme to enable adjustments to be made at any point.**
7. **Efforts to keep girls safe should involve the wider community to create an enabling environment and contribute to girls' long term safety.**
8. **A multi-sectoral approach should be adopted so that all services within a programme are safe for girls.**

Girl Safety requires thinking differently about programmes that are being designed and implemented. All children, regardless of age or gender, are potentially at risk of harm[2] from their involvement but gender and gender inequality often play a role in the type of harm they experience.

Risks of harm to girls arise from a range of sources - from within the family and community (especially for those undergoing significant social and economic stress) through their participation in work or school, or by accessing services. When thinking about Girl Safety, it is important to remember that the experiences of girls vary tremendously. For example girls aged 10-13 may face different risks to girls aged 14-19 years. A complex combination of factors – age, life stage, socio-economic status, religion, ethnicity, caste, sexual orientation, health (physical and mental), minority status, citizenship and status as an asylum seeker or refugee – play a role in determining their safety.

[2] UN study on violence against children (UN General Assembly 2006b)

RISKS TO GIRL SAFETY

Informal social institutions (society's attitudes)

- Discrimination against girls and favouring of sons.
- Gender bias on what is appropriate for girls to engage in e.g. type of work, age of schooling.
- Harmful practices for girls e.g. early marriage, dowry, Female Genital Mutilation (FGM).
- Restrictions on girls' mobility and participation in family and community life.

Formal institutions (authorities with legal responsibilities)

- Lack of, or discriminatory, legislation or effective implementation of structures that protect girls e.g. no national child protection system, lack of birth registration.
- Poor or harmful service provision e.g. abuse in schools, poor health provision, limited information on sexual reproductive health, lack of access to financial and vocational services.

Physical environment

- Fragile physical environment e.g. prone to environmental disasters that lead to migration, displacement or risky exchange practices for food or goods.
- Inequities in economic development e.g. where investments are being made in construction or infrastructure that lead to risky exchange practices amongst the poor for goods and services.
- Girls living without parental care e.g. girls who are at an age where they should still have parental care but have lost one or both parents.

Universal safety concerns (common issues across all countries)

- Domestic abuse, sexual harm and abuse, child neglect, child to child abuse.

To design safe access to opportunities for girls, organisations need to recognise and understand the experience of different groups in the context in which they are working. They can then think about what their programmes are aiming to achieve, how objectives can be achieved safely and whether the programme can contribute to addressing the issues facing girls.

Organisations need to work with staff, partners, community and family members and, importantly, girls on what risks might present themselves in programmes and how to address those risks.

This approach will:

i) Increase girls' awareness regarding safety issues.

ii) Increase key stakeholder's knowledge of roles and responsibilities in protecting and promoting girls.

iii) Ensure robust safety strategies are adopted within programmes.

Although potential risks can seem daunting, programmes can be creatively adapted to be safe for girls. Developing skills and confidence in programming safely can be done using the guidance, exercises and tools in this toolkit. Whilst organisations should put in place everything possible to prevent harm arising from girls' involvement in their programmes, they need to be realistic and accept that at times harm will take place and they must be prepared to address, and learn from it, for better programme design in the future.

Whilst responsibility for girls' safety will always remain with adults, girls themselves have a lot to offer. They can decide on activities that will help them participate in programmes safely and identify support they need from organisations to implement those activities. With the right support they can prove to be excellent champions of safety within their own community, and are often instrumental in helping other girls understand safety. Creating opportunities for girls' empowerment on safety helps them build protective assets that will support them both during and beyond the programme.

All programmes should be implemented in a safe environment. This does not preclude organisations from implementing programmes in inherently risky or dangerous places but means creating a safe environment within those places. Organisations need to engage appropriate stakeholders in creating a safe environment for girls and implement key activities within all programmes to enable them to run more safely.

SECTION II:
GUIDANCE ON GIRL SAFE PROGRAMMING

Girl safe programming demands that organisations adopt an approach that includes risk assessing all proposed programmes, adapting programme interventions to become safer and including additional safety strategies during the implementation phase. It is crucial to find the right balance between programming to allow girls to reach their full potential and ensuring that programmes are safe.

Many organisations implement, or fund, programmes that have been previously tried and tested, but Girl Safety will be compromised if assumptions are made that a programme that worked in one place with a particular age group will work in another. The context for each programme and target group needs to be fully understood.

Organisations can sometimes prioritise the protection of girls at the expense of adopting programmes that could have the greatest impact on allowing them to reach their potential e.g. abandoning economic empowerment initiatives that provide the greatest source of income because these initiatives seem risky. Programmes can be designed safely and potential risks should be mitigated not avoided altogether.

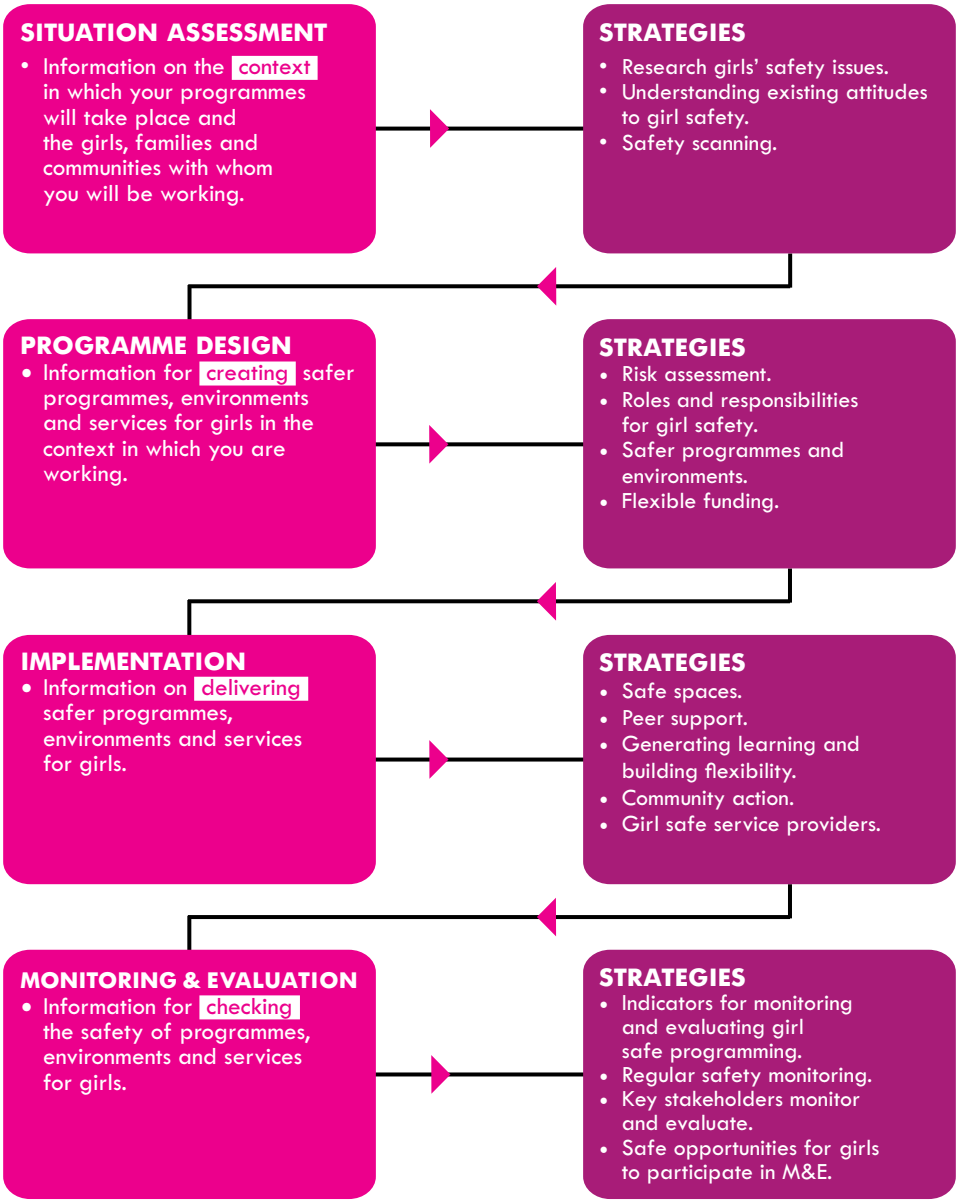
New opportunities for girls, that may involve unknown risks to their safety, need to be piloted before implementation by testing with small closely monitored groups, generating learning prior to going to scale with safer programme models. This approach means that implementing organisations and funders need to be flexible during any pilot period and change what may not be safe in order to come up with solutions for girls.

The process of designing girl safe programmes can be kept relatively straight forward by expanding and adapting activities that organisations already run as part of their normal programming to include safety. Applying a safety lens to, for example, the situation assessment stage requires expanding existing research activities that determine the context in which organisations will work, so that additional questions are asked that relate to safety. This provides organisations with a fuller picture of what needs to be considered when designing safe programmes. The guidance in this toolkit is designed to complement organisations' existing activities for designing and implementing programmes.

Organisations which intend to use this guidance should already have child protection policies and procedures in place. It is important that staff and partners have received training in gender awareness[3] and child protection[4] and understand their role and obligations to keep girls safe. They need to have the opportunity to consider their own perceptions of girls and Girl Safety before designing girl safe programmes.

Girl safe programming involves discussions with communities, families and girls on what puts girls at risk and what can be done to keep them safe. These discussions will inevitably lead to challenges to community practices, which organisations must be ready to address, and possibly disclosure of harm that the organisation must be ready to deal with.

The following diagram presents stages and strategies for girl safe programming.



Guidance on implementing these strategies follows.

This section of the toolkit provides guidance, exercises and tools to use at each stage to ensure that the design and implementation of programmes are safe for girls. The reader needs to bear in mind the principles of Girl Safety and follow a similar process at each stage.

SAFETY FRAMEWORK
Be clear on the information you need to gather and analyse.

SAFETY TOOLS
Use simple tools to record the information you collate and analyse.

GUIDELINES
Familiarise yourself with safety strategies at each stage and how to implement them.

EXERCISES
Facilitate discussions with staff, girls and communities to obtain information to inform answers. Each exercise is accompanied by facilitator's notes which provide an overview of preparation, potential outcomes of the exercise and how to use those outcomes.

CHECKLIST
Check the information you have gathered and analysed, and how you have used that information, against the checklist at each stage.

Organisations can integrate safety strategies at any stage of the programme. If, for example, safety was not considered at the situation assessment and programme design stages, integrating safety strategies at the implementation and monitoring stages will still make programmes safer.

[3] There are a number of toolkits that can support training on gender awareness, see section III

[4] Keeping Children Safe *(www.keepingchildrensafe.org.uk)* and Childhope *(www.childhope.org.uk)* both offer toolkits for training on child protection

SITUATION ASSESSMENT:

SAFETY STRATEGIES

- **Research girls' safety issues** when researching the context in which you will be working.
- **Understand existing attitudes to Girl Safety** in that context by discussing these with different stakeholders.
- **Safety scan** where the programme will take place so you can assess safe and unsafe places within that community.

To maximise programme benefits and minimise potential harm to girls, organisations need to understand the context in which they are working from a safety perspective. While girls do face common challenges, many are determined by a girl's age and particular circumstances which need to be understood before designing programmes. Girls need to be consulted by organisations on the critical issues they face to avoid making incorrect assumptions that could compromise the potential to programme safely. Researching the context for Girl Safety and safety scanning within each programme area are strategies that can be applied at this stage of the programme cycle to determine the factors which will support or compromise girls' safety.

SAFETY FRAMEWORK FOR SITUATION ASSESSMENT

WHO

- Assess the different vulnerabilities of girls you are working with from a safety perspective e.g. girls who live and work on the streets without parental care may well be experiencing harm more regularly than girls living with parents in communities.
- Assess with whom girls have key relationships and contact e.g. family, friends, teachers, employers etc.

WHAT

- Identify the key issues that impact girls' safety in a given context.
- Identify the key laws and policies that can be used to protect girls.
- Identify existing child protection systems and mechanisms (and their effectiveness) at national, local and community level.
- Identify the forms of existing service provision for girls e.g. healthcare.

- Identify programmes that have been successful in the past and look at why these programmes have worked and, if not, why they were unsuccessful.

HOW

- Assess how traditional ways of protecting girls in families and communities work.

WHEN

- Identify appropriate times for girls' engagement in community and programme activities.
- Identify times of the day or year when girls are safe or unsafe.

WHERE

- Identify where girls travel to and from in communities e.g. school, work, home.
- Identify existing places that girls consider safe or unsafe.

WHY

- Understand why current attitudes of families, communities and formal authorities towards girls, and harmful practices against girls, exist.

SAFETY TOOLS

Safety chart

The following chart[5] can be used to record collective outcomes of discussions with girls and community members. At this stage you can record places that have been identified as safe and unsafe, record why they have been identified as such and include any specific risks that have been discussed. The chart can be used at later stages when risk assessing programmes, deciding where interventions will take place and agreeing on how girls will travel to participate. You can also use it to guide discussions with girls and communities on possibilities for creating safer environments within communities.

Focus Group:		**Date:**		
Place	**People** With whom I have contact or a relationship at this place	**Safety** Never feel safe Sometimes feel safe Always feel safe	**Harm** Psychological Physical Sexual Other	**Specific risks**
After school club	Teacher, friends	Sometimes feel safe	Psychological, physical, sexual	School club finishes after dark, walk home is frightening, groups of men hang out along the route
On the street	Boyfriend, other children on the street, police	Never feel safe	Psychological, physical, sexual	Regularly beaten by boys and sometimes police Sometimes have to have sex to get food or money

[5] Adapted from Women's Refugee Commission Preventing Gender-Based Violence, Building Livelihoods (2011), Safety Mapping Tool.

GUIDELINES FOR IMPLEMENTING SAFETY STRATEGIES DURING SITUATION ASSESSMENT

RESEARCH THE CONTEXT

Begin with secondary research on the context in which you are working. This includes:

- Reading documents and publications.
- Visiting websites that provide answers to your questions.
- Discussions with other organisations who have experience on Girl Safety and child protection.

Use the Safety Framework for Situation Assessment on page 17 to guide this research. You should be as thorough as possible in your secondary research so you have a good grasp of the situation before you begin discussing Girl Safety issues with staff, partners, girls and communities.

If you are designing a programme or project to take place in a community in which you have not previously worked, and it does not have guaranteed funding, you will need to decide whether to limit discussions and exercises for your initial research and programme design to staff and partners to formulate your project proposal. Try to avoid raising expectations amongst girls and communities on safety issues and how these will be addressed if you could be prevented from working with them due to lack of funding. You will need, however, to include in your proposal opportunities to conduct a more in depth situation assessment and programme design with girls and communities once you have received funding.

You will need to manage all discussions with staff, partners, girls and communities in culturally sensitive ways and manage expectations on what you intend to do with the outcomes.

Case study *Examples of Harmful Attitudes and Practices* provides examples of attitudes and practices that are important to understand before facilitating discussions with girls and communities. If you are working with girls with particular vulnerabilities you need to be prepared to facilitate discussions that may be painful and distressing as case study *Managing distressing discussions* demonstrates. Plan how you are going to facilitate discussions about significant levels of harm so that outcomes provide a positive way forward. Ensure you can respond to disclosures of harm that need addressing immediately.

EXAMPLES OF HARMFUL ATTITUDES AND PRACTICES

"There is a negative side to girls getting more opportunities through government programmes, women's associations and education. It is challenging men's role in society and challenging power relations. I want my daughters to benefit from the changes but not change their behaviour… In general there is a change in the field of work, which is benefiting women. However, there is a downside because when women gain money, they no longer hear about what men want. They want to be the ones putting on the trousers and men to put on skirts. I hope my daughters will not be like that…they [women] are not the same [as men]. Why should they have the same opportunities? There are works which women will never be able to do because they do not have strength, like carpentry, masonry, long distance car driving and all the hardship of sleeping on the road. It is good that they are developing new fields but it does not change their nature".

Single father, Rwamagana, Rwanda
Source: Calder, R. and K. Huda (2013) Adolescent Girls Economic Opportunities Study, Rwanda. Nike Foundation and Girl Hub Rwanda. Mimeo

MANAGING DISTRESSING DISCUSSIONS

'We met girls who, for one reason or another, remain living on the streets. Our partner organisation does regular outreach work with them and we wanted to learn more deeply about the risks the girls face daily. Although we know and read about the harm they may be experiencing, to listen to them describe that harm and the extent of it was distressing. The girls spoke about it so easily. We as facilitators really needed to be able to work with what they were telling us. Afterwards, we discussed how we would use the information yielded by the discussion so that it might benefit girls in the long run. In this way, it can be more meaningful for the girls whilst being helpful, useful and necessary for us to know about. It was hard – I'm not sure we were really prepared to respond when we did the exercise initially. We were more emotionally prepared for the discussions with the girls we met the following day' Street Invest, Congo.

UNDERSTAND EXISTING ATTITUDES TO GIRL SAFETY

Staff, partners, communities and girls need to understand fully what is meant by harm so they can engage appropriately with discussions and action on Girl Safety in programmes. If your organisation and the community in which the girls are living do not discuss these issues regularly there may well be different interpretations of harm and different attitudes towards Girl Safety.

- You may find a resistance amongst staff or partners to the organisation's definition of harm - many of them will have been raised with the traditional values and norms which interpret harm differently.
- There may be limited knowledge and understanding amongst staff and partners of the potential for, or extent of, harm being experienced by different groups of girls.
- You will encounter resistance amongst the community to discussions on Girl Safety and the changes in community practices that inevitably lead from these discussions.

At this stage you need to be aware of existing attitudes so you can be prepared to address questions that arise around these and understand better the type, and extent, of harm girls are experiencing.

The exercises below can be adapted for staff, partners, girls and communities to facilitate discussions on what is meant by harm. Both exercises are designed to generate an understanding of harm and to set the scene for discussions on where is safe and unsafe within the community.

UNDERSTANDING HARM[6]

- Be prepared to challenge ideas – there may be differences in opinion on harm, why it occurs and who is responsible, you need to generate a common understanding of harm amongst the group to help inform safety scanning.
- Be prepared to listen to and discuss difficult issues that emerge – girls may wish to discuss significant harm that they are experiencing and these discussions can be painful and distressing for both girls and facilitators.
- Explain what happens after the exercise – outcomes will inform decisions on:
    - *Conducting risk assessments for programmes.*
    - *The design of programmes – where is safe, what is safe, when is safe.*
    - *The design of community awareness raising and strengthening community mechanisms for protecting children.*

[6]Adapted from Child to Child Trust exercise in Keeping Children Safe Toolkit (2010)

UNDERSTANDING HARM – 'STOP' 'GO'

Aim

Create awareness of different forms of harm so participants are able to discuss the situation of Girl Safety in their own context and design safe programmes.

Objectives

- Agree on the different types of harm.
- Exchange perspectives on harm.
- Understand what type of harm is common in that context.

Materials

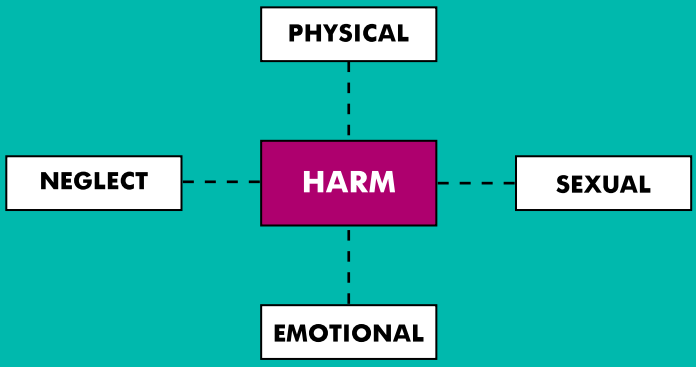
- Traffic light cards – cards with a red or green tick on them – one of each colour for each girl/community member.
- Flipchart paper and markers.

Time

- 55 minutes.

Process

- Explain to the group you are working with that you are having these discussions so they can help to design programme interventions that are safe for girls. This means first understanding what is meant by harm.
- Draw the following chart onto paper.



- Write the following six scenarios onto separate pieces of paper. Ensure they are relevant for the group of girls or community members you are working with, and adapt them if not.

A girl has not been attending school regularly. One of her friends asked her why and she replied that she feels the teacher keeps telling her she is not doing well in front of the class.

A girl has been growing vegetables and selling them at market. She has been saving money by giving the savings to her father. Her father gives her some of the savings if he thinks it's for a good purpose.

A girl in the group is worried about a girl who lives next door. The girl cannot walk and is alone all day whilst her parents are at work.

One of the girls in the group lives with her mother who is sick and five brothers and sisters. She works during the day to provide income for the family as the mother cannot work any longer. She would like to return to school.

A girl in the community has been staying out late with her friends. Her parents have asked her not to. One day she appears with a bruise on her leg. She says her parents disciplined her because she had ignored their requests to come home earlier.

A girl living on the street regularly uses the organisation's drop in centre. One morning she tells the centre coordinator that she will not be returning – she is regularly followed to the centre by a man who asks her to touch him.

- Ask the girls/community members to put their hands up if they know what harm is. Ask them to say in turn what they think it is. Record their ideas (10 minutes).
- Explain each of the four elements in the diagram to the girls/ community members (5 minutes).
- Divide the group into smaller groups of between four and six girls/ community members.
- Give each girl/community member one red card and one green card and one of the scenarios.

- Ask the girls/community members in their smaller groups to decide whether their story could be harm and why they think this. Tell them to be ready to present their story and their decision to the others in their group. Remind the group that they must listen to each other telling their scenario.
- One girl/community member in turn in each group describes their scenario and says whether s/he thinks it is harm, or not, and why. The rest of the group hold up their green or red cards to show what they think about the story. The girls/community members then discuss why they reached their decision (15 minutes).
- Bring the groups back together. Ask them whether they think there are other examples of harm (10 minutes).
- Following discussion, girls/community members pair up and share what they learned from the whole session. They then feed this back to the larger group (5 minutes).
- Discuss outputs with the group, highlight issues which have not been identified, describe what your organisation means by harm and how your organisation will use the information from the exercise (5 minutes).

Adaptation

- If you are working with groups of people with low levels of literacy, you can use symbols or drawings to represent forms of harm. Facilitate discussion first with the group on the four elements of harm and ask them to assign a symbol or drawing. For the scenarios, assign a story teller for each of the smaller groups and discuss with them the scenario they will describe to their group.
- If you are working with groups of people with differing capacities, use symbols, drawings and stories, as above. Pair those who might find the exercise challenging with a peer supporter who can guide them through the exercise.

UNDERSTANDING HARM - 'MY REALITY'

Aim

Create awareness on harm so participants are able to discuss the situation on Girl Safety in their context.

Objectives

- Agree on the different types of harm.
- Exchange perspectives on harm.
- Understand what type of harm is common in that context.

Materials

- Flipchart paper and markers.

Time

- 30 minutes.

Process

- Explain to the group that you are having these discussions so they can help design programme interventions that are safe for girls. This means first understanding what harm is taking place in that context.
- You will need to ask for two initial volunteers but tell the group that as the story unfolds you will be asking for further volunteers to play new characters.
- One volunteer will act as a girl and the other as someone who is harming her. The two agree privately the first scenario they want to present to the rest of the group and then act it out.
- Stop the pair at an appropriate point – ask the group to discuss what would happen next in the story. The group identifies possible scenarios and the pair decide which scenario they would like to continue acting. If a new character is presented in the scenario, another volunteer from the group should act that character.
- The role play continues. Stop the pair at an appropriate point – ask the group to discuss what would happen next in the story. Continue the process until the story reaches a conclusion.
- Bring the group back together and facilitate a discussion on the role play:
  What was important about the scenario?
  What challenges do girls face?
  What could organisations do to help with these challenges?

Adaptation

- If you are working with groups of mixed capacities, make sure the role play is conducted with those range of capacities e.g. a girl with a disability could begin the role play so that it is relevant for the specific challenge she may face.

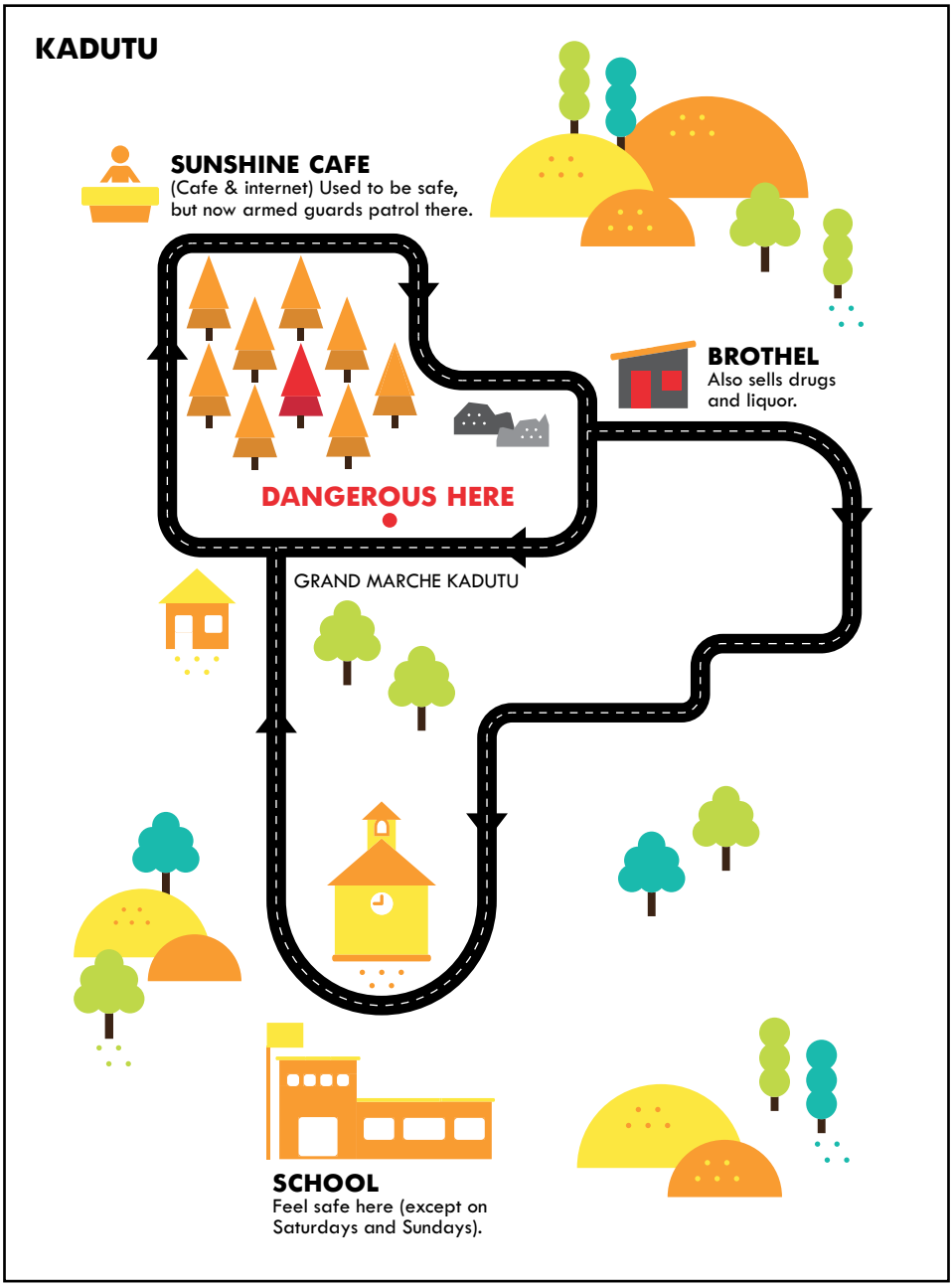
SAFETY SCANNING

You should already have researched the context in which you are working, and begun discussions on harm with staff, partners, communities and girls. You are now ready to 'scan' the programme area to identify potentially safe and unsafe spaces within it. You may already use community mapping exercises (or similar) with communities and girls as part of your normal programming activities and you can adapt these for your safety scan. You will need to conduct the scan with different groupings: girls (younger and older), parents, elders/community leaders, teachers etc. The maps that are drawn during the scan should show places that are significant to girls as well as places that will be significant to the programme. Try to ensure the following is identified:

- Girls' homes (including location of latrines and water points).
- Community structures or places where community members meet.
- Markets.
- School.
- Girls' journeys during both day and evening.

Having identified significant places, you then need to work with the group to identify where on the map is safe and unsafe for girls. Ask the group to consider not only where might be currently safe or unsafe but also to pinpoint where a girl has experienced harm in the past and if that still impacts on what is considered safe or unsafe today.

If the programme is located at several sites, you can produce a map for each site.



Adapted from a map provided by Street Invest.

SAFETY SCAN FOR GROUP OF STREET GIRLS, CONGO

Your safety scanning will provide the basic information you need at the programme design stage to assess specific risks and design safe programme interventions, and at the implementation stage to create safe environments in which your programme takes place e.g. safe spaces for girls can be determined using the map – where is safe on the map, and if all girls can get to the space safely.

You may also wish to consider the use of mobile and web digital mapping to add to your safety scan, if your organisation is set up to support this properly. Mobile and web digital mapping enables adolescent girls to inform the mapping of their community in terms of services, safe spaces, risks and hazards. For more information on the use of this technology, see UNICEF.

SAFETY SCANNING

- Be prepared to add to the maps from your understanding of where the programme is to take place.
- Be prepared that issues other than safety may well be identified e.g. dissatisfaction with aspects of the programme already discussed with girls and communities. You will need to separate the issues between safety and other and be clear that the other issues will be addressed at some point.
- Be prepared to discuss differences in opinion between girls and members of the community on safe places.
- Explain what happens after the exercise – outcomes will inform decisions on:
    - *The design of programmes – where is safe, what is safe, when is safe.*
    - *The design of community awareness raising and community child protection strengthening.*

SAFETY SCANNING

Aim

To put together a map which clearly identifies safe and unsafe spaces and practices within the community.

Objectives

- Facilitate initial discussions on safety which will begin to inform programme design.

Materials

- Flipchart paper – if working with large groups stick several together for a larger map.
- Markers.
- Other materials e.g. string, stones etc. that can be used to illustrate places on the map (optional).

Time

- 90 minutes.

Process

- Divide the whole group into smaller groups of about four.
- If necessary, the facilitator should draw a map for the girls to replicate the project site, home or community, identifying important places.
- Ask the girls/community members to draw a map of the area where the project is taking place (15 minutes) and build on the map, either drawing or using other materials to include:
    - Their home
    - Community structures or places
    - Markets
    - Schools
- Ask the girls/community members to identify on the map where is safe or unsafe for girls. They can do this by drawing with green and red markers (green for safe, red for unsafe) or by using small green and red flags. (If necessary, the facilitator can demonstrate this on the map s/he prepared earlier). (15 minutes).
- The girls/community members need to discuss why those places are safe/unsafe.

- Ask the girls/community members to map journeys made by girls between home, school, market etc. (15 minutes) and ask them to identify whether the journey is safe or unsafe:
    - First thing in the morning
    - During the day
    - In the evening when it is dark
- Bring the groups back together and ask each smaller group to present their map to the others (5 minutes each).
- Discuss any differences between the maps (15 minutes).
- Discuss why the places are safe/unsafe for girls and what measures they take to avoid risks in unsafe places.
- Ask the groups to discuss what issues girls face in the community that might compromise safety but have not been identified on the maps.

Adaptation

If the group is not comfortable with drawing a map the following adaptations can be used:

- The facilitator draws the map him/herself under instruction from the group.
- The map can be 'drawn' on the ground without pens and paper, using materials to hand.
- The group can 'role play' the map. One person in the group is a girl taking a typical journey through the community. Other group members represent the school, market etc. Use a large space for this activity. Ask the group to role play the journey during the day and at night, group members representing different places in the community would need to change e.g. the school would be closed at night – and the teacher not there, but bars would be open.

TABLE 1.0 CHECKLIST FOR SITUATION ASSESSMENT

The table below provides examples of information you might gather from situation assessment activities and how it relates to the Safety Framework.

WHO

Specific vulnerabilities:

- Girls from displaced families and/or with few physical or economic assets.
- Girls with disabilities.
- Girls without adequate family care e.g. living and/or working on the streets, living with employers or working in hazardous work.
- Girls from discriminated or marginalised families or groups.
- Married girls.
- Girls who are mothers.
- Out of school girls.

Key relationships/contacts include:

- Families – biological, extended.
- Neighbours, community elders/leaders.
- Friends/peers.
- Employers.
- Service providers e.g. teachers/ health workers/outreach workers.

WHAT

Key issues

- Girls discriminated against due to traditional beliefs - discriminatory family codes favour sons with asset endowments and opportunities and disadvantage daughters, opening up new economic opportunities for adolescent girls threatens traditional power relations which can lead to violent behaviour.
- Neglect of girls with disabilities - girls not encouraged to participate in programmes.
- FGM, child marriage and pregnancy - dowry often mitigates against girls staying in school, and retaining and benefiting from economic assets and participating in development programmes.
- No universal birth registration – girls are not recognised for bank accounts, land rights etc.
- No formal child protection system – girls have limited recourse to address harm they experience in families and communities, no national awareness on preventing and responding to harm, no alternative care for girls who cannot remain at home.
- Corporal punishment in schools (and at home) - schools often have low enrolment and retention rates, despite organisations' efforts on education access.

- Sexual exploitation of girls in schools (and getting there/back) – as above and significant adverse impact on girls' lives.
- Migration - often leads to trafficking.
- Poor families offer girls to those benefiting from economic development initiatives for exploitation.
- High rates of harm in families and communities – compromise school attendance, compromise girls' mobility in communities at different times of the day and may lead to them engaging in risky practices.

Laws, systems and service provision:

- System includes Government departments covering women and children, district and local authority child and family welfare, local police and local service providers.
- System supported by UNICEF, International NGOs with child protection as focus, local NGOs delivering legal aid, providing shelter, counselling.

HOW

- Physical harm to children dealt with by community elders, tendency to discuss abuse with perpetrator but no formal action taken.
- Sexual abuse reported to the police but cases usually dropped if community elders intervene.

WHEN

- Girls have disproportionately high house workload in comparison to boys – difficulties in completing household chores and school homework.
- Harvest season considered unsafe for girls - temporary workers stay in or near the community.

WHERE

- Schools located at least an hour's walk for most girls in the community.

WHY

- Girls are considered women at 12 years or when menstruation begins, FGM and early marriage are common practices in the community despite laws against these – mothers consider girls unmarriageable without FGM, families are too poor to support them beyond age 12/13.

PROGRAMME DESIGN:

SAFETY STRATEGIES

- **Risk assess programmes and activities –** helps key stakeholders to understand the risks to girls' safety and how significant they are.
- **Assign roles and responsibilities for Girl Safety –** key stakeholders' role needs to be clarified at the outset.
- **Design girl safe programmes –** and, where possible, **use them to create safer environments for girls.**
- **Flexible funding –** requires funders to ensure safety has been included in programme design and that programmes are piloted before going to scale where appropriate.

Girl safe programmes require organisations to identify specific risks girls may face from participating in programmes and address these by designing or adapting the programme so it is safer for girls. Often a response to a potentially risky programme is to abandon it completely. Organisations should avoid abandoning a programme without fully exploring all opportunities to develop one that meets overall objectives and is safe for girls.
Risks should be reduced to a level that is acceptable, particularly to the girls involved. Organisations need to recognise that at this stage it is unlikely that all potential risks will be identified. The strategies described at the implementation and monitoring stages will allow organisations to continuously assess risks once the programme is underway.

SAFETY FRAMEWORK FOR PROGRAMME DESIGN

WHO

- Identify key stakeholders (parents, communities, local authorities, service providers etc.).
- Identify girl champions and assign specific roles and responsibilities to them.
- Identify professionals and organisations that can support Girl Safety.

WHAT

- Identify potential risks that may arise from the programme.
- Identify a range of alternative interventions that achieve programme goals and are safe for girls.
- Assess whether proposed interventions can contribute to creating a safer environment for girls.

HOW

- Ensure all staff and partners understand Girl Safety.
- Discuss the proposed programme and Girl Safety with key stakeholders.
- Design new programmes as a pilot with a smaller group of girls, before scaling up.

WHEN

- Design the programme so girls can participate in activities at appropriate times.

WHERE

- Design the programme so girls participate in appropriate places.
- Design the programme so girls travel safely to and from activities.

WHY

- Ensure girls are comfortable with their participation in the programme and the level of risk they face in doing so.

SAFETY TOOLS

Girl safety form[7]

The following form, or an adaptation, can be used to record the agreed outcomes from the programme design stage.

Programme/ intervention	Risks to Girl Safety	Key Stakeholders for Girl Safety	Existing Safety Mechanisms	Actions Required to Increase Safety
				What girls/ families/ communities/ stakeholders/ organisations can do to address the risk
Livelihood – animal husbandry				
Provision of livestock	Livestock taken by other family members	Parents, families and communities	Family already agrees to the programme	Girls plan with families an appropriate contribution to the family from the programme
Banking service	Money is stolen from girls on way to and from service, girls are physically beaten to get the money	Banking service providers, community leaders, police	Providers of banking service are already aware of issues	Girls use the service in peer support groups Banking service is offered at fixed times in safe space
Credit/loan scheme	Loans taken are high, repayments difficult, girls forced to exchange sex for deferring loan payments	Credit/loan scheme providers, police	Providers of credit/ loan scheme are already aware of issues	Girls access loans of an amount that can be repaid.

[7]Adapted from Women's Refugee Commission Preventing Gender-Based Violence, Building Livelihoods (2011), Safety Mapping Tool

GUIDELINES FOR IMPLEMENTING SAFETY STRATEGIES DURING PROGRAMME DESIGN

PROGRAMME RISK ASSESSMENT

A risk assessment needs to be conducted for each programme you are designing and risks assessed from the perspective of staff, partners, girls, parents and different community groups. Use the outcomes from the situation assessment to inform the risk assessment (if you have completed this stage) e.g. if levels of violence towards girls are high in the context in which you are working and families and communities consider the role of girls to be primarily in the home, then you need to design economic empowerment programmes carefully so girls are not exposed to increased violence from taking on roles outside the home.

All risks need to be addressed by:

- Adapting your programme (as case study *Adapting for Safety* demonstrates).
- Adding safety strategies at the implementation stage (detailed below).
- Agreeing with girls and other key stakeholders that risks are acceptable for the programme to function well.

If the programme has not been implemented before, you need to design a flexible programme which may need to be piloted before scaling up. You need to be particularly vigilant with lessons learned during the implementation stage.

ADAPTING FOR SAFETY

The Value Girls programme supported by Nike and implemented by Cardno Emerging Markets Group is an alternative livelihoods program for older adolescent girls and young women. The programme was designed to provide alternative livelihoods in the fisheries industry. Given that this was a new programme, it was pilot tested first and a comprehensive situation assessment conducted of the fisheries industry to analyse both its viability as an alternative livelihood as well as its safety. The results of the situation assessment highlighted potential significant risks for girls. Exploitation of women was already taking place in the industry and there were no apparent risk mitigation strategies that would make alternative livelihoods in the fishing industry safe for girls. The programme worked with girls to examine what it wanted to achieve and what other livelihoods would provide similar opportunities.
Adjustments were made to switch the livelihoods to poultry and vegetable farming which would enable the programme to deliver on the same objectives but to do so safely. *(Nike Foundation Portfolio Learning Analysis)*

The following exercise can be adapted for risk assessment with staff, partners, girls and communities.

You can use it as follows:

- Risk assess proposed or existing programmes to ensure they are safe for girls – ensure the programmes are well understood by the group(s) you are working with.
- Risk assess Girl Safety generally in the community – using the exercise this way will generate information that you can use to design programmes that create safer environments for girls in communities.

You should record all identified risks in column 2 of the Girl Safety Form - Risks to Girl Safety.

The exercises which follow on Roles and Responsibilities for Girl Safety and Programming Safely should be used to identify Key Stakeholders, Existing Safety Mechanisms and Actions Required to Increase Safety for Girls in order to complete the other columns in the Girl Safety Form.

RISK ASSESSING

- Be prepared to challenge ideas - there may be differences in opinion on risk between staff, girls and members of the community.
- Be prepared to discuss difficult issues - discussions may be painful and distressing for both girls and facilitator and often girls will feel they put themselves at risk.
- Be prepared that risks other than harm may emerge during these discussions and they will also need addressing but separately.
- Be prepared that the risks may prove challenging to address within the organisation's proposed programme objectives or interventions.
- Explain what happens after the exercise - outcomes will feed into the exercises that follow which determine roles and responsibilities for Girl Safety and How to Programme Safely.
- Display the results of the safety scanning from the situation assessment (if done) and provide a programme overview.

RISK ASSESSING

Aim

To risk assess programmes or activities that girls will be engaged in.

Objectives

- To identify the range of risks for girls.
- To reach agreement on what girls or communities can do, and what the organisation working with them should do, to address the risks.

Materials

- Pens, paper.
- Copies of the Girl Safety Form and safety scans (if available).
- Post it notes (if necessary).

Time

- 30 minutes.

Process

- Prepare a large copy of the Girl Safety Form, adding in programme interventions, and pin to a wall.
- Pin or tape the safety scans produced during the situation assessment by the same group you are working with on this exercise (if these were completed).
- Describe the programme and key interventions.
- Divide the group into smaller groups of four or five.
- Ask the staff/girls/community members to refer back to the safety scan completed earlier and think about the key interventions for the proposed programme which have already been discussed and included in the Girl Safety Form.
- Either ask the staff/girls/community members to draw their own Girl Safety Form or provide post-it notes that groups can complete for each column and post on the large form on the wall.
- In the left hand column the girls/community members should write out the key programme interventions. You can assign selected interventions to different groups and they then discuss what risks of harm might arise from the programme interventions.
- Ensure the groups are discussing different levels of harm for girls, e.g. verbal as well as physical harm.
- Ask the groups to discuss how common the harm is.
- Record risks in column 2 of the Girl Safety Form - Risks to Girl Safety.

Adaptation

- If using this exercise with people who are illiterate, work with one programme intervention at a time and have the group supported by a facilitator. Ask the group to draw or assign a symbol to the intervention that is meaningful to them. Take the group through the exercise, the facilitator records the risks and actions and facilitates the group to draw them.
- If using the exercise with a group with mixed capacities, provide peer support for the different capacities, or work with smaller groups of people with similar capacities. Use the adaptation described above if the group or peers would prefer to use this variation.

ROLES AND RESPONSIBILITIES FOR GIRL SAFETY

Key stakeholders within the proposed or existing programme have various roles and responsibilities to keep girls safe:

- Organisational staff and partners have a responsibility to fund, manage and deliver programmes and projects in a manner which reduces or eliminates risks to girls.
- Service providers (e.g. schools, health centres, banks) have a responsibility to deliver services in a manner which does not put girls at risk of harm.
- The community has a responsibility to strengthen informal community protection mechanisms that can support girls and help them safely engage in programmes.
- Local and national authorities have a responsibility to implement laws and policies that keep girls safe.
- Girls' families have a responsibility to ensure, as far as they are able, that girls are safe.
- Girls themselves can play a role in their own safety – girls understand risks, and can contribute to the design of safer programme interventions and implement safety strategies of their own, but they must understand that if their safety is compromised it is not their fault.

You need to identify the key stakeholders for your programme and engage them to support Girl Safety. The exercise on roles and responsibilities is a fun exercise that can be adapted for use with staff, partners, girls and communities to consider possible roles and responsibilities. Information gathered through these exercises should be included in column 3 Key Stakeholders for Girl Safety and column 4 Existing Safety Mechanisms of the Girl Safety Form.

ROLES AND RESPONSIBILITIES[8]

- Be prepared to create awareness of the lack of responsibility for Girl Safety and challenge that in order to create change.
- Agree on roles and responsibilities.
- Explain what happens after this exercise – outcomes will inform decisions on:
    - *Actions that need to be taken by key stakeholders to address risks (see exercises that follow).*
    - *Further action to capacity build those with roles and responsibilities for Girl Safety.*
    - *Further action to negotiate with key stakeholders on their roles and responsibilities.*
    - *A capacity building plan for those stakeholders.*

[8]Adapted from training by World Vision in Keeping Children Safe Toolkit (2010)

ROLES AND RESPONSIBILITIES FOR GIRL SAFETY IN PROGRAMMES

Aim

To highlight the different roles and responsibilities for Girl Safety.

Objectives

- To create an understanding of Girl Safety and who is responsible.

Materials

- Balloons, pieces of material or stickers.
- Paper and pens.
- Post-it notes (if necessary).

Time

- 45 minutes.

Process

- Divide participants into four groups, two larger groups with the same number of people (they will be groups 1 and 2), and two smaller groups (groups 3 and 4). Number each group 1, 2, 3 or 4. Tell them you are going to play a game.
- Group 1: Give this group a balloon each and ask them to tie them tightly to their ankles. Tell them nothing else.
- (If using pieces of material or stickers instead of balloons, give these to Group 3 and ask Group 1 to wait with no information until game starts).
- Group 2: Tell the second group of participants that when the game starts they must each stand by one person in Group 1 and protect that person. They must not talk at all.
- Group 3: Tell this group that their task is to:
- Pop all the balloons as quickly as possible by stamping on them – they can plan how to do this together if they want to.
- Tie pieces of material to the wrists or put stickers onto the arms of those in Group 1.
- Group 4: Ask this group to stand and watch.
- Do not inform Group 1 or 2 or 4 what the aim of the game is – *Only Group 3 should know.*

The Game (5 minutes)

- Ask the group to be silent.
- Ask each person from Group 2 to stand next to one person from Group 1.
- Shout: 'Start the game!'
- Allow one or two minutes for the game – usually enough time to pop the balloons, tie the material or stick the stickers.

Debrief (15 minutes)

Bring the participants back together and ask them to sit in a circle.

- Ask Group 1: How did you feel during the game?
    - *Typical comments include: didn't know what was going on, frightened, attacked, frustrated.*
- Ask Group 2: How did you feel during the game?
    - *Typical comments include: Frustrated because I didn't know what the game was, didn't have time to prepare, couldn't protect the person well because the attackers seemed to have a plan, thought I could protect at the beginning then had no chance.*
- Ask Group 3: How did you feel?
    - *Typical comments include: Great, easy to pop the balloons, tie material or stick stickers – they were in more control and the other groups were not prepared.*
- Ask Group 4: How did you feel?
    - *Typical comments include: Wanted to do something but didn't know what when we were only allowed to watch.*
- Explain to all participants the objective of the game: Group 3 had to try and burst the balloons, tie the material or stick the stickers.

- Repeat the game again with the same groups but this time let each group discuss beforehand how they want to play the game.
    - *Group 3 should do the same as before.*
    - *Group 2 should assign specific roles to one another – parent, staff of organisation, local police, teacher, community elder. Group 2 can discuss tactics for protecting Group 1.*
    - *Group 2 should write their role on a piece of paper and pin to their clothing so that all can see whether they are police, teacher, parent etc.*
    - *Group 1 discuss tactics for protecting themselves and each other.*
    - *Group 4 to observe once more but can suggest actions to Group 1 and 2 during the game to increase protection.*

- Finally lead a discussion on what this exercise has demonstrated on the required roles and responsibilities for Girl Safety in the group with whom you are working:
    - *Who are the key stakeholders.*
    - *What safety mechanisms exist already with the key stakeholders.*
    - *What further actions should they be taking.*
- Record outcomes in column 3 Key Stakeholders for Girl Safety and column 4 Existing Safety Mechanisms.

PROGRAMMING SAFELY

Having analysed the context for girls, identified the potential risks of your programme, and considered appropriate roles and responsibilities for Girl Safety, you can go on to design interventions that achieve the programme's overall objectives, are safe for girls and, if appropriate, contribute to a safer environment for girls more broadly.

When considering programme interventions that are safe for girls, you need to strike a balance between choosing interventions which maximise their potential and those that are safe. It is important not to routinely opt for a set of safer interventions that compromise girls' potential.

The exercises for Designing Safer Programmes can be used with staff as an initial exercise to facilitate programme design and can be used in the following ways:

- To consider how to address the specific risks identified for the programme and programme interventions – provides solutions for making the programme safer for girls.
- To consider how to address risks identified in the broader community – provides information for designing interventions that create safer environments for girls.

Use either the **Game of Cards** or the **Circle of Change.** The Game of Cards works best with larger groups.

The exercise **Protective Assets for Girl Safety** is designed to facilitate discussion on protective assets that girls have at different ages.

The exercise can be used in the following ways:

- To create awareness of protective assets girls can draw on for safety – this will help girls to agree on what they can do to address risk and what adults and the organisation should do to mitigate it.
- To begin the process of building protective assets so girls feel more confident of taking action at appropriate ages.
- To facilitate discussion and agreement between girls and communities on protective assets.

The exercise **Opening Doors: taking action on risks** is designed to facilitate discussions on what actions girls can take on safety, and what actions the community and organisation should take.

The exercise can be used as follows:

- To agree on action for specific risks identified for the programme or programme interventions - provides solutions for making the programme safer for girls.
- To agree on action for risks identified in the broader community – provides information for designing interventions to create safer environments for girls.

Information obtained from the above exercises should be included in the relevant columns under Actions Required to Increase Safety in the Girl Safety Form.

DESIGNING SAFER PROGRAMMES

- Facilitate participants to be creative in their suggestions for programme interventions.
- Facilitate a common agreement on proposed interventions – the group will need to arrive at a set of interventions that the majority are happy with.
- Explain what will happen after this exercise – outcomes will inform decisions on:
    - *Design of the overall programme, objectives and activities.*
    - *Whether proposed interventions, if new and untested, will be piloted – pilot needs to be built into the programme design.*
    - *Indicators to use for the monitoring and evaluation framework.*

DESIGNING SAFE PROGRAMME INTERVENTIONS- GAME OF CARDS

Aim

To design safe programme interventions.

Objectives

- To consider a range of possibilities for safe programme interventions.
- To agree on a proposed set of programme interventions.

Materials

- Cards and pens (including one pen and ten blank cards for each member of Group 3).
- Risk cards already prepared.

Time

- 45 minutes.

Process

- Divide participants into four groups, two smaller groups with the same number of people (Groups 1 and 2), one larger group (Group 3) and a medium group (Group 4). Number each group and tell them you are going to play a game.
- Group 1: Give this group a set of cards with the risks identified by girls.
- Group 2: Give this group a set of cards with the risks identified by adults.
- Group 3: Give this group a set of blank cards and markers. Tell them their task is to find as many risks as possible from Groups 1 and 2, write cards with suggestions for addressing the risks and hand the cards to the people with the risks in Groups 1 and 2.
- Group 4: Ask this group to agree on criteria that will help them determine whether the suggestions will work or not.

The Game (10 minutes)

- Shout: 'Start the game!'
- Allow five minutes for the game so Group 3 can find as many risks as possible, write suggestions for addressing them and hand them over to the people holding the risk cards.
- Bring the participants back together and ask them to sit in a circle.

- Ask Group 1 to place the risk and suggestion cards together in the centre of the circle so everyone can see. Group 4 say 'keep the suggestion' or 'throw away the suggestion' according to their criteria.
- Ask Group 2 to place the risk and suggestion cards together in the centre of the circle so everyone can see. Group 4 to say 'keep the suggestion' or 'throw away the suggestion' according to their criteria.
- Ask Groups 1 and 2 whether they are happy with what they have kept and what they have thrown away.
- Group 4 to say what criteria they used.

Plenary discussion – should the criteria be revised, have all the risks been addressed, should any of the suggestions thrown away be put back together with the related risk?

Repeat the game again with the same groups, if risks remain without suggestions for addressing them. Groups 1 and 2 should now retain the risks which have not been addressed. Group 3 to offer suggestions based on criteria agreed during the plenary discussion. Group 4 to consider again whether the final risks have been addressed or not.

Use the final set of suggestions to add information into the relevant columns under Action Required to Increase Safety in the Girl Safety Form.

DESIGNING SAFE PROGRAMME INTERVENTIONS – CIRCLE OF CHANGE

Aim

To design safe programme interventions.

Objectives

- To consider a range of possibilities for safe programme interventions.
- To agree on a proposed set of programme interventions.

Materials

- Cards and pens.
- Risk cards already prepared.

Time

- 45 minutes.

Preparation

- Divide participants into two groups of equal size. One group to form a circle facing outwards, the second group to form a circle facing inwards so that each person in Group 1 is facing a person in Group 2. (If you have a very large group you can divide the group into two initially and then form an inner and outer circle from the divided group so you are facilitating four groups forming two circles)
- Group 1: Give this group a set of cards with the risks identified by either girls or adults or both. Each person in Group 1 should have three risk cards at most.
- Group 2: Give this group a set of blank cards and markers.

Process

- Group 1 to share one risk with the person facing them from Group 2. The person in Group 2 to make a suggestion for mitigating the risk and if agreed, write this suggestion on a blank card that is then coupled with the risk card, held by Group 1. Continue with the risks in the same manner until the facilitator shouts 'change!'.
- At the order to change, Group 1 remains where it is, Group 2 to move one person to the left. The inner and outer circle should now have different pairings.

- The exercise is repeated with the new pairing to obtain new suggestions for mitigating the risks. The new suggestions are coupled with the risk card, held by Group 1. Continue with the risks in the same manner until the facilitator shouts 'change!', at which point Group 2 moves again one person to the left.
- This exercise can continue until all risks have at least 3 suggestions for mitigating them.
- Break up the circles. In plenary agree on a set of criteria by which to judge which suggestions for mitigating actions will work best. The criteria could include:
    - Possible within existing resources
    - Can be incorporated into the programme objectives and activities
    - Can be implemented by stakeholders within the programme

- Organize small groups to discuss a set of risks and the suggestions for mitigating actions. Their task is to decide which suggestions they think will work best, according to the criteria agreed by the whole group.
- Groups post the risks and agreed mitigating actions on the wall for all to see and agree on, with revisions if necessary.
- Use the final set of suggestions to add information into the relevant columns under Action Required to Increase Safety in the Girl Safety Form.

PROTECTIVE ASSETS FOR GIRL SAFETY[9]

- Be prepared to run this exercise a number of times – you can build the picture by selecting a group of asset cards on each occasion to avoid the exercise taking too long.
- Be prepared that girls may identify when it is culturally acceptable for girls to have protective assets – you will need to facilitate discussion on whether girls should have these assets at an earlier or later age and why.
- Agree with girls what discussions should be held with families and communities on protective assets.
- Explain what happens after this exercise - outcomes will inform decisions on:
    - *The design of programmes – agreeing on what girls can do at different ages.*
    - *The design of community awareness raising and strengthening community child protection – bridging the potential divide between the protective assets that girls should have and those that are deemed acceptable by families and communities.*

[9]Adapted from Adolescent Girls Toolkit, Population Council (2010)

PROTECTIVE ASSETS FOR GIRL SAFETY

Aim

To support girls in reaching a common understanding on what they can, and cannot do, for their own safety.

Objectives

- To create an opportunity for girls to feel empowered on safety issues.
- To develop a realistic expectation of the role that girls can play in their own safety.
- To create a platform for girls to support each other on safety issues.

Materials

- Asset cards (Annex IV).
- Age labels.

Time

- 45 minutes.

Process

- Find approximately 20 feet of continuous wall space on two different walls (preferably not close to each other - across the room from each other would be best).
- Print one or two sets of age labels depending on how you are facilitating the feedback. The ages should be appropriate to the girls that you are working with e.g. 12 to 13 years, 14 to 15 years. One age per piece of paper.
- Tape each age label roughly equidistant along the wall, with the youngest on the left and oldest on the right.
- Print two sets of asset activity cards. You should consider whether to use separate exercises for different groups of asset card to avoid the exercise becoming too long. If you are facilitating a plenary feedback from two groups with one set of age labels, print the cards on two different colour cards – see Annex IV. Make sure there is enough tape/ sticky material to attach all the asset activity cards to the walls during the exercise.
- Identify two girl facilitators within the group who can help steer discussion in each of the groups. Ensure both facilitators have the same understanding of the exercise. It would be helpful if they have participated in the exercise before.
- Split the big group into two smaller groups and give each small group a complete set of asset activity cards.

- Tell the groups to take 15 minutes to decide at what age girls should have the knowledge, skills or practice included on each asset activity card. Once they decide, they should tape the activity under the appropriate age on the wall.
- Have each group report back to the bigger group on where they have posted the assets and why.
- Discuss in the larger group where there are differences of opinion. Points to explore:
- Girls often identify assets at an age that is acceptable for the community, rather than when that asset is really needed.
    - *Not all girls will have the same assets at the same age.*
    - *Not all girls will be able to use those assets in all situations.*
    - *Girls can support one another to use protective assets.*

OPENING DOORS: TAKING ACTION ON RISKS[10]

- Be prepared to challenge ideas – the ideas may be risky and you will need to process those with girls.
- Be prepared to discuss difficult issues that emerge - discussions may be painful and distressing for girls and the facilitator. Girls should end the exercise feeling that actions can be taken to address risks.
- Explain what happens after the exercise – outcomes will inform decisions on:
    - *A range of possible actions that girls can take to address the risks.*
    - *A range of possible actions that adults need to take to address risks.*
    - *The design of programmes – where, what , and when is safe.*
    - *The design of community awareness raising.*
    - *Indicators to use for the monitoring and evaluation framework.*

[10]Adapted from Child to Child Trust exercise in Keeping Children Safe Toolkit (2010)

OPENING DOORS: TAKING ACTION ON RISKS

Aim

To agree on possible actions to address risks that girls and adults can implement within the programme.

Objectives

- To brainstorm possible actions that girls are comfortable with.
- To agree on common actions that can be taken by the group.
- To agree on possible actions that adults can take.

Materials

- Cards with programme risks identified in earlier exercise.
- Flipchart paper and pen for facilitator to record outcomes.

Time

- 45 minutes.

Process

- Ask the girls to each choose one of the risks or issues from the Girl Safety Form.
- Find a space where there is a door which girls can open and close.
- Each girl will have a turn at the door but this exercise can be done on different occasions if it's too much to look at all the risks in one session.
- The girl who has chosen a risk stands by the door and describes the risk to the group.
- The group divides into pairs to discuss what girls could do themselves.
- One pair tells the girl their suggestion – if the girl agrees she opens the door, if not the door remains closed.
- Each pair has a turn to offer their suggestions and the girl should open and close the door accordingly.
- The same exercise is then repeated for what the community should do and then what the organisation should do.
- The agreed suggestions – all the open doors – will inform the completion of the Girl Safety Form in the relevant columns under Action Required to Increase Safety.
- In the larger group, discuss the actions and do a final check e.g. are there any actions that girls have said they can take which might be risky?
- Organisation staff will need to consider what they can do to support the girls in their own actions.

DESIGNING PROGRAMMES TO CREATE SAFER ENVIRONMENTS FOR GIRLS

It is difficult to begin discussions on safety and to design safer programmes without also considering whether to design programme interventions which create a *safer environment* for girls. The distinction is between ensuring that a set of activities is safe for girls, and using those activities; or developing additional activities intended to strengthen families' and communities' capacity to keep girls safe.

There are many examples of using programme interventions to strengthen the capacity of families and communities to keep girls safe, e.g. in the economic empowerment sector - livelihood opportunities for girls can contribute to addressing early marriage; in communication programmes - media can raise awareness on Girl Safety. You can consider how your programmes can be used to create safer environments by checking your programme interventions against the results of your situation assessment and risk analyses and discussing with staff, partners, girls and communities how these interventions might contribute to creating safer environments.

FLEXIBLE FUNDING FOR PROGRAMMES ENSURES GIRL SAFETY

Funders play an important role in ensuring programmes are safe for girls. They can assess proposals for safety and ensure their approach to funding is flexible enough to allow for piloting and adaptation where required.

Innovative programmes, where risks are unknown, should be piloted with a smaller number of girls to test whether they work and if interventions are safe. You will need to work with all programme stakeholders to decide on an appropriate timescale for the pilot, what indicators need to be met to take it to scale and how it can be appropriately funded.

The following is a list of criteria that can be used when considering the funding of the programme to assess whether programmes have been designed for Girl Safety.
The tables in the checklist section can be used to help determine whether potential risks have been identified and if proposed programme interventions address those risks.

SAFETY SELECTION CRITERIA

1. Programmes include an analysis, from a safety perspective, of the context in which the programme will be delivered.
2. The context is conducive to the programme objectives and interventions, **or** the challenges are recognised and flexibility is built into the programme to adjust it from a safety perspective.
3. Programme proposals are accompanied by an assessment of potential risks to Girl Safety **or** include plans to conduct a risk assessment as an integral part of the programme and product design.
4. Proposed programme interventions clearly address the risks identified **or** there are plans in place to adopt safety strategies throughout the programme.
5. Proposals include direct interventions for creating protective environments for girls (addressing formal and informal institutions) **or** proposed partnerships with organisations that can do so.
6. Programmes which are untried and untested include a pilot stage with defined criteria for success based upon risk assessment.
7. All those who will be delivering services to, and working with, girls directly have their own safeguarding measures in place, **or** there are plans to develop these.

CHECKLIST FOR PROGRAMME DESIGN

You will find from your situation and risk assessments that there are risks to safety that girls face generally in their community, from their participation in any programme that is designed to empower them and from particular types of programmes. You should also now have a range of possible interventions to draw from to design your programmes to meet your overall programme objectives. These may be interventions that are safer for girls, interventions that create a safer environment for girls more generally and suggestions for implementing programmes in safe spaces.

The information you have collated and analysed for programme design should broadly include the following:

TABLE 1.1 CHECKLIST FOR PROGRAMME DESIGN

WHO
• Identification of girls' key relationships and a mapping of people whom girls will be in contact with during the programme. • Outline of capacity building initiatives on Girl Safety for those involved. • Girl champions assigned specific roles and responsibilities. • Outline of awareness raising/capacity building initiatives for parents, communities and community leaders. • Proposals for discussing the programme with parents, communities and community leaders. • Identification of all organisations and professionals that can support Girl Safety cases. • Plans for building relationships with these organisations and professionals.
WHAT
• A range of risks to girls from their participation in programmes generally, and from their engagement in specific programme activities (see table 1.2. for examples). • A range of safer programme interventions to incorporate into the overall programme design (see table 1.3. for examples). • Interventions that contribute to creating a safer environment for girls (see table 1.4 for examples).
HOW
• Stakeholders are familiar with risk assessing programmes and thinking through safer programme interventions. • New programmes or programme activities have been designed as a pilot.
WHEN
• Programme activities have been designed to take place at appropriate times to avoid risks (table 1.2) to ensure safety for girls to engage in them (table 1.3)
WHERE
• Programme activities have been designed to take place in appropriate locations to avoid risks (table 1.2) and to ensure safety for girls to engage in them (table 1.3) • Appropriate accompanying arrangements have been made for girls to participate in programme activities that are located in, or require travel through, risky areas.
WHY
• Girls have agreed on all programme activities, are aware of and comfortable with the risks and the strategies to mitigate them.

TABLE 1.2 POTENTIAL RISKS FROM PROGRAMMES

The following table provides examples of potential risks that may arise from the type of programme you are designing. The list is not exhaustive and is designed to prompt thinking.

LIVELIHOOD AND ECONOMIC EMPOWERMENT PROGRAMMES

- Girls are involved in livelihood and economic empowerment activities at the expense of schooling.
- Girls have an unmanageable workload between home, school and livelihood responsibilities.
- Girls' reputation and dignity is compromised, e.g. assumptions made on how they achieved their increased wealth.
- Girls' increased wealth or goods/produce is appropriated by others within their family or wider community.
- Girls are producing or marketing goods in unsafe places, e.g. selling goods at markets which are mainly frequented by men.
- The proposed livelihood activities are known to lead to exploitation, e.g. activities which place women and girls at the bottom of the value chain and require exploitative exchanges to move up it.

EDUCATION PROGRAMMES

- Corporal punishment within schools, whether illegal or otherwise.
- Sexual exploitation of girls by teachers in exchange for good grades.
- Harassment of girls on the way to and from school.
- After school clubs being held at a time and place where returning home poses a risk to a girl's safety.
- Inadequate or inappropriate toilet facilities for girls i.e. shared or exposed toilets.
- Bullying or abuse by other students.
- Inadequate or inappropriate facilities for girls with disabilities.

HEALTH PROGRAMMES

- Inadequate or inappropriate information on sexual reproductive health including risky behaviours and practices.
- Exploitation of girls by medical care staff.
- Inadequate or inappropriate care for girls who have been subjected to violence.
- Inadequate confidentiality arrangements for girls seeking medical care.
- Medical care is located at a significant distance from girls' homes, making access difficult or risky.

WATER AND SANITATION PROGRAMMES

- Girls fetch water at times when they may be alone and at risk, or the water point is far from home.
- Toilets are public, have no locks or are exposed.

COMMUNICATION, RESEARCH AND ADVOCACY PROGRAMMES

- Girls distributing print media do so at times when they may be alone and at risk, and far from home.
- Girls featured in media are easily identifiable.
- Girls managing radio programmes discussing controversial issues are easily identifiable and at risk of harassment, including on air.
- Girls are asking research questions on sensitive topics with adults who resent this – could potentially lead to violence and ostracization.
- Girls are researching or undertaking communication activities which require them to be in unsafe places or with unsafe people, e.g. in bars, or markets after dark.
- Girls are asking research questions on sensitive topics with peers, and discussing painful issues which they themselves may have experienced – may result in their own distress.
- Girls are publicly advocating on issues which put them at risk of violence.
- Girls are provided with mobile telephones or engaged in programmes using the internet without appropriate safety mechanisms included to prevent or address online abuse[11].
- Girls' communication tools e.g. mobile telephones are appropriated by others.

CHILD PROTECTION PROGRAMMES

- Girls' awareness of their protection rights is in conflict with traditional norms on protection within families and communities.
- Harm towards girls is reported formally, but that report is inadequately dealt with and exposes girls to further risk of harm.
- Reducing one form of harmful work for girls leads to them being involved in another if wider family social protection interventions or safer alternative forms of work are not included in the programme.

[11] Keeping Children Safe Social Media Tool can provide further guidance on risks and mitigation strategies for use of social media in programmes.

The following table provides examples of how to adjust intended programme interventions to make them safer for girls.

TABLE 1.3 EXAMPLES OF HOW TO ADJUST INTERVENTIONS WITH SAFETY IN MIND

LIVELIHOOD AND ECONOMIC EMPOWERMENT PROGRAMMES

Cash Transfers

- Transfer cash directly into a bank account, mobile money account, or other place deemed safe by the recipient.

Vocational Skills Training

- Offer courses at hours that allow girls with schooling or heavy care burdens to participate. Provide child care for staff and participants to allow mothers to be both teachers and pupils.
- Train teachers in sexual exploitation and abuse and reporting mechanisms and get them to sign codes of conduct.
- Include post-course work apprenticeships and/or job placement services with placement sites being appropriately screened and monitored for safety.

Livestock Dispersal

- Provide veterinary services, especially to those less familiar with maintaining livestock health.
- Create links for girls to markets, suppliers and buyers and encourage and support girl producers groups.

Agriculture/Crops/Fishing

- Negotiate girls' access to land, water and equipment.
- Support girls to develop buying and selling cooperatives to facilitate equitable pricing and safety in purchase and marketing practices.
- Create links for girls with trustworthy vendors, transport companies and end markets.

Micro-finance

- Base business start-up loan sizes on the local economic environment so that girls do not receive disproportionate amounts of money.
- Ensure repayment schedules are realistic and controlled by girls to ensure their vulnerability to exploitation is not increased.

EDUCATION PROGRAMMES

- At least one female toilet is wheelchair accessible.
- Toilet doors have locks which cannot be opened from the outside.
- School is designed as a community resource as well as a place of learning.
- Alternatives to corporal punishment have been provided to teachers and they are equipped in their use.
- The school discusses with girls how to get to and from school safely.
- After school clubs and events are held at times which do not put girls at risk when participating and are supervised properly.

HEALTH PROGRAMMES

Appropriate medical care.

- Girls have access to reproductive health services.
- Girls have access to outreach services for general health.
- Girls who are admitted to clinics and hospitals are accompanied by a parent or carer with whom they are comfortable.

Information and support.

- Support groups for girl mothers are available.

WATER AND SANITATION PROGRAMMES

- Water points are located in safe spaces within the community.
- Sanitation design ensures privacy and safe use by adolescent girls.

COMMUNICATION, RESEARCH AND ADVOCACY PROGRAMMES

- Girls are appropriately trained and prepared for their role in communications and advocacy, including use of internet and social media and how to be safe online[12].
- Communication or technological tools provided in the programme are made as safe as possible e.g. older models of mobile telephones provided, disabling of internet sites where necessary.
- Adult, or older, supporters are engaged to support girls with communication and research activities where appropriate – adult supporters should be chosen by girls and should not be someone who would compromise respondents' willingness to provide input.
- Where girls need to travel, they do so with a peer or adult supporter.
- Preparation takes place with those who will be invited to respond to research activities so they are prepared for girls leading on, or participating in, the activity.
- Where adults feel uncomfortable discussing topics with adolescent girls, provision is made for alternatives, e.g. girls focus on their peers whilst directing adult supporters on what to ask of other adults.
- Adult supporters accompany girls, or conduct activities instead, in places where it might prove unsafe for them to conduct the activities alone.
- Provision of information to respondents on those girls conducting the research is limited.
- Opportunities are identified for girls to debrief on the results of the activities and how they feel about having conducted them.

CHILD PROTECTION PROGRAMMES

- Responses to harm include appropriate community based as well as formal authority responses.

- Child protection programmes designed to eliminate sexual and commercial exploitation are accompanied by livelihood interventions or social protection measures.
- Programmes include awareness raising on protection and agreement on roles and responsibilities for protection.
- Child protection programmes are integrated into formal institutions with which girls engage.
- Innovative mechanisms to identify and address violence towards girls is incorporated into the programme e.g. the use of mobile technologies to document and report on risks and incidents of violence.

[12] Keeping Children Safe Social Media Tool can provide further guidance on risks and mitigation strategies for use of social media in programmes.

The following table provides examples of how to use interventions to create a broad-based safer environment.

TABLE 1.4 EXAMPLES OF HOW TO USE INTERVENTIONS TO ADDRESS SAFETY IN A WIDER CONTEXT

LIVELIHOOD AND ECONOMIC EMPOWERMENT PROGRAMMES
Asset transfer • Use asset transfer interventions as opportunities for girls to prevent early marriage through increased contributions to family finance. • Use asset transfer interventions to reduce the level of child labour in the community. **Vocational Skills Training** • Encourage and support girls to take courses outside their traditional gender roles to expand opportunities, gain higher wages and higher status positions. • Include transferable skills such as financial literacy, business management, computer skills, and marketing in training sessions to strengthen girls' ability to manage and control their assets. **Livestock Dispersal** • Target livestock dispersal programmes and include girls as recipients for large livestock (cattle, goats, sheep, pigs) not just small animals (chickens, rabbits, bees). **Agriculture/Crops/Fishing** • Support girls to develop buying and selling cooperatives to facilitate equitable pricing and safety in purchase and marketing practices more generally. **Micro and small enterprise** • Provide business development services and ongoing mentoring to girls.
EDUCATION PROGRAMMES
• Alternatives to corporal punishment are provided to teachers and they are equipped in their use. • School curricula include child protection and safety for specific groups of vulnerable children e.g. adolescent girls, girls with disabilities. • School child protection mechanisms are set up which support girls. • After school clubs for girls focus on Girl Safety.
HEALTH PROGRAMMES
• Community discussions are held on traditional practices that are harmful for girls, and how to prevent them.

- Medical staff dealing with girls who have been subjected to violence have received appropriate training.
- Referral mechanisms for girls subjected to violence have been identified and are in place.

COMMUNICATION, RESEARCH AND ADVOCACY PROGRAMMES

- Result of research is used to strengthen local and national responses to Girl Safety.
- Communication programmes include appropriate messaging on safety to targeted audiences.
- Advocacy includes campaigning on issues of Girl Safety.

IMPLEMENTATION

SAFETY STRATEGIES

- **Create safe spaces for girls to participate in programmes.**
- **Facilitate peer support amongst girls.**
- **Ensure programmes are continuously generating learning on safety and are flexible.**
- **Strengthen community action on Girl Safety.**
- **Strengthen safety within organisations and institutions which are providing services to support the programme.**

There are a number of safety strategies that organisations can adopt at implementation stage to ensure the programme is run in a safe environment and that girls have the support they need to participate safely. These strategies may have already been considered at programme design stage and incorporated, but if not, they can be added to the programme once it is up and running.

SAFETY FRAMEWORK FOR SAFE ENVIRONMENTS

WHO

- Seek permission from appropriate family members for girls' involvement in programme activities.
- Organise peer support for girls and identify suitable mentors for Girl Safety.
- Identify professionals and organisations that deal with abuse cases.

WHAT

- Strengthen community action on Girl Safety.
- Ensure all organisations and service providers within the programme adopt Girl Safety measures.

HOW

- Implement programmes in a flexible manner so adjustments can be made throughout from learning generated on Girl Safety.

WHEN

- Ensure girls meet for programme activities at appropriate times.

WHERE

- Ensure girls meet for programme activities in suitable and safe places.
- Ensure girls are able to travel safely to and from services within the programme.

WHY

- Ensure girls are comfortable with their participation in the programme and the level of risk they face in doing so.

GUIDELINES FOR SAFETY STRATEGIES DURING IMPLEMENTATION

SAFE SPACES FOR GIRLS

Creating safe spaces for girls is a key component of adolescent girl programming and has been shown to mitigate risks, particularly in livelihood and health interventions as case study *Safe Spaces for Girls* describes. Safe spaces are not just about location, they are about relationships, and are where girls go to make connections, learn from role models, access services and become decision makers. They are about both the emotional and physical concepts of safety. For an introduction to Safe Spaces go to www.girleffect.org and for further guidance see Adolescent Girls Toolkit, Population Council, 2010.

Programmes and associated activities need to take place in a variety of settings. These are sometimes provided at no cost by the community or local authority, are chosen for their apparent accessibility for girls, or are public spaces that seem suitable to hold programme activities. These settings, however, are not always safe. There may be risks to girls in getting to and from them due to the routes they need to take or because of what is taking place nearby. Spaces may also be too public, and 'sensitive' discussions may be overheard. Creating safe spaces as part of a programme enables activities to run safely.

SAFE SPACES FOR GIRLS

A girls programme in Kisumu, Kenya, established their meeting place inside a compound with several other businesses and organisations, including two bars and a body-building gym. As a result, they faced a significant challenge with participation rates and later had to change their location to better serve girls.

Population Council staff met with community leaders in Tema, Ghana, as part of the planning phase of a new girls programme. The leaders suggested that the programme be located in an open-air community meeting space. The leaders assured the programme planners that they would designate the space as girls-only during the times when the groups met. The planners asked to visit the open-air community meeting place and found about a dozen young men in the space, drinking beer and playing card games. An additional dozen men were lingering about on the outside, just watching. Planners talked with the community leaders and suggested that the girls might not feel comfortable in a place where they were likely to be watched or heard by the community during their meetings. Leaders then suggested that the programme use an empty classroom during non-school hours. The headmaster agreed and the programme has met there ever since.

Source: Adolescent Girls Toolkit, Population Council 2010

The following is a checklist for determining safe spaces for girls:

✓CHECKLIST FOR SAFE SPACES

- ☐ Have conversations with the community to sanction girls' safe participation.
- ☐ Hold meetings at times when girls can be out and about.
- ☐ Choose a place where girls are allowed to go and where they will be free from harassment.
- ☐ Ensure girls can get there safely: by private transport, walking in pairs etc.
- ☐ The space should be for girls only – create a place and time for them to meet without males present.
- ☐ Make sure the skills and assets girls acquire don't put them at risk. New ideas and information can upset traditional values on what girls need to be able to do or know. Desirable commodities such as mobile phones can put girls at risk of violence.
- ☐ Be aware of key danger moments for girls. Festivals, holidays and sports events are often times when girls are most at risk. Natural disasters also leave girls vulnerable to violence and abuse.

Beyond the safe spaces that are created for the programme, it should also be ensured that other spaces are safe for girls, for example, schools should ensure a library is accessible out of hours, a community room is available for use by girls' groups and after school clubs provide a safe means of girls returning home.

PEER SUPPORT ON SAFETY

Facilitating peer support for girls has proved to be a successful strategy for adolescent girl programming generally and can be used effectively for Girl Safety. Peer support can be between just two girls or may be a small group. The formation of pairs or small groups (three to four girls) should be done jointly by the girls and facilitator. The girls should be encouraged to pick their own group, with support and guidance, and to pick other girls who are not necessarily their best friend(s). The group mates should be of similar age and live near to each other.
The girls should be encouraged to mix skill levels within their groups i.e. mix someone who is strong in reading and writing with someone who is not. The exercises which follow can be used with girls to decide on peer support options and form peer support groups.

POTENTIAL OPTIONS OF HOW PAIRS/SMALL GROUPS MIGHT WORK TOGETHER FOR SAFETY

- Safely get to and from class.
- Sit close to one another in class.
- Study together after class.
- Help each other manage absences during illness.
- Share out-of-school responsibilities (such as childcare).
- Support each other during stressful moments (personal problems, etc.)

Girls can also agree on their own codes of conduct[13] for how they support one another. These codes can help mitigate potential abuse between girls.

EXAMPLE OF GIRLS' CODE OF CONDUCT

GIRLS ARE EXPECTED TO:

- ✓ **Follow this code of behaviour**
- ✓ **Respect each other's differences**
- ✓ **Cooperate with each other**
- ✓ **Listen to each other**
- ✓ **Report any worries or concerns**
- ✓ **Have good manners**
- ✓ **Be friendly**
- ✓ **Be helpful**
- ✓ **Join in**

GIRLS SHOULDN'T:

- ✗ **Pick on or make fun of each other**
- ✗ **Bully each other**
- ✗ **Stare at others**
- ✗ **Shout at others**
- ✗ **Be abusive**

[13] Example drawn from Safe Network's Preventing and Responding to Bullying

PEER SUPPORT FOR GIRLS[14]

- Be prepared to support girls with understanding peer support and the range of possibilities.
- Be prepared to discuss capacity building that girls will need to provide peer support.
- Be prepared to discuss potential and limitations of peer support – it needs to begin with a structure and in a safe place.
- Be prepared with options for choosing peer supporters.
- Explain what will happen after the exercise – outcomes will inform:
    - *Ground rules for peer support, where, when and how.*
    - *Capacity building plan for peer supporters.*
    - *Codes of conduct for peer supporters.*

FACILITATING PEER SUPPORT WITH GIRLS

Aim

To develop peer support mechanisms for girls.

Objectives

- To agree on the purpose of peer support.
- To agree on potential peer groupings.

Materials

- Flipchart paper and pens to record answers.
- Questions written on flipchart paper.

Time

- 40 minutes.

Process

- Discuss with girls what peer support means and that this can be provided between pairs or small groups. Remind them of the asset exercise you facilitated with them where you discussed support that girls could provide to one another.

- Give the girls the four questions below.
- Ask the girls in groups of three or four, what they think the advantages or disadvantages would be of participating in peer support (10 minutes).
- Come back together for the girls to share ideas. Ensure they question each other (10 minutes).
- Ask the girls in pairs to discuss one of the four questions. If they finish their discussion quickly they can move onto another question (10 minutes).
- When the girls are ready with answers to the questions they discussed, ask them to share their answers – the other girls should ask questions or raise concerns about the answers if they wish (10 minutes).
- Conclude the exercise by agreeing whether or not to set up a peer support mechanism, and the process for setting it up.

Designing a peer support mechanism

1. What – should the peer support look like; ground rules?
2. Who – will support us?
3. How – will we support each other; code of conduct?
4. When – will we check that our peer support is achieving what we want it to?

Adaptation

If working with girls who are illiterate try one of the following adaptations:

- Ask them to discuss each question one at a time in small groups, bring them back together after each question, ask them to share their answers, and record them – the other girls should ask questions or raise concerns about the answers if they wish. You will need to move them quickly through this exercise so that the discussions remain interesting and lively. Once all questions have been discussed ask the group if they feel a peer mechanism should be set up.
- Divide the group into four and present one question to each group to discuss, bring them all back together to share their answers, and record them - the other girls should ask questions or raise concerns about the answers if they wish. Once all questions have been discussed ask the group if they feel a peer mechanism should be set up.

[14] Adapted from Child to Child Trust exercise in Keeping Children Safe Toolkit (2010)

FACILITATING PEER SUPPORT WITH GIRLS - SELF SELECT EXERCISE

Aim

To develop peer support mechanisms for girls.

Objectives

- To form pairs or small groups based on girls' own knowledge and criteria.
- To help girls feel more a part of the pair or group they have chosen to be in.

Materials

- Cards and pens.

Time

- 40 minutes.

Process

- Brainstorm the list of criteria for selecting pairs or groups. Criteria should not be judgemental but should reflect objective criteria e.g. diversity of skills, age, interests. Ask the girls to reflect on the most relevant criteria for peer support (10 minutes).
- Each individual completes a card for each criteria to describe how they meet it. They should write their name in the top right hand corner (10 minutes).
- Pin the criteria along a long wall with room below for the girls to post their cards.
- Ask the girls to group their cards under each of the criteria where they feel they fit best.
- The girls can discuss the groupings or pairings but must not move another's cards without their agreement.
- Once they are comfortable with the groupings of the cards, work with the girls on where there are pairs or small groups of girls emerging with cards grouped together. Seek girls' agreement to the pairs or small groups which will form the peer support (20 minutes).

GENERATING LEARNING AND BUILDING FLEXIBILITY

However well you have designed your programme with safety in mind, unanticipated risks will still arise during implementation that must be addressed. This is only possible if the programme is regularly generating learning, is being monitored effectively and is flexible so that programme interventions and, if necessary, goals and objectives can be adapted.

You should ensure that discussions on safety and risk are taking place regularly with girls. If risks do arise, refer to the guidance and exercises at the programme design stage to analyse what they are and what changes need to take place in the programme design to mitigate them.

COMMUNITY ACTION ON GIRL SAFETY

Families and communities should be aware of the programmes that girls are engaged in, the rights girls have to participate safely and the role family and community can play in ensuring their safety. Case study *Engaging Communities* provides a good example of this.

Implementing programmes in isolation of the wider community often leads to resentment, tensions between girls who are feeling more empowered and aware of their rights and potential, and their families, who resist this, or other community members who, in some cases, may be violent towards them. There are a range of exercises that can be used to raise awareness on the programmes and how girls can be kept safe whilst participating. Discussing programmes and safety with community leaders and then asking them to communicate with the wider community is a good way to facilitate agreement and community ownership of the programme.

The following exercises[15] can be used with community groups to discuss ways in which the community keeps girls safe and how to strengthen good practice. They have been drawn from Aids Alliance Tools Together Now! You can use the exercises with different community groups initially and then with representatives of these groups to facilitate wider community discussion and agreement.

[15] International HIV/Aids Alliance "Tools Together Now! 100 participatory tools to mobilise communities for HIV/AIDS, 2006

ENGAGING COMMUNITIES

In the MASF (Market Access for Smallholder Farmers) project in Nepal, which worked across a range of different locations and with different social groups, staff found that gaining young women's participation in the livelihood interventions was easier once household members understood the economic benefit of women's engagement in project activities, especially increased household income. The project included engagement with husbands, family members and community on the potential of the project to benefit the young woman and her family which addressed the risk of resentment or misunderstanding that can arise amongst family members concerning young women's increased potential and assets. In some households the project had facilitated a 'shared ownership' so that the husband took responsibility for household chores so the wife could participate in project related activities without being overloaded or overworked.

Source: Calder (2012) Understanding the Context for Girls: An evidence synthesis

In most communities there will be natural 'champions' for Girl Safety. These may be people who are already playing an informal role on Girl Safety in the community e.g. community leaders, faith leaders, or may be people who are playing a formal role in local child protection structures. You should be able to gather information on who these potential champions might be when analysing the context in which you are working and through awareness raising activities. If there are no informal or formal protection mechanisms in place that are being championed by local people, you will need to consider the best approach for your organisation to support developments in this area, or identify other agencies that may be well placed to take the lead on some protection initiative.

Beyond the community and local protection mechanisms, it is also possible to engage other 'champions' who can have a significant influence on Girl Safety e.g. local business owners, market traders, those working in transport. These potential champions can play an important role in identifying girls who may be at risk of harm e.g. girls selling goods in markets, girls using public transport, and notify relevant bodies who can take action.

COMMUNITY ACTION ON GIRL SAFETY

- Be prepared to help communities challenge traditional attitudes and approaches to Girl Safety.
- Be prepared to discuss capacity building that communities may need to support Girl Safety.
- Identify a range of potential community members who can play a role on Girl Safety.
- Identify relationships which need strengthening for Girl Safety.
- *Explain what will happen after these exercises – outcomes will inform decisions on:*
    - *Capacity building plan for communities to make desired changes*

CAUSE AND EFFECT ON GIRL SAFETY

Aim

To analyse the causes and effects of a problem relating to Girl Safety.

Objectives

- To provide a non-threatening way to talk openly about a problem relating to Girl Safety and identify its root causes.
- To raise awareness of, and concern about, the effects of a problem.
- To explore the relationship between the causes and effects of a problem.
- To begin to identify ways to address a problem.

Materials

- Paper and pens.

Time

- 30 minutes (15 minutes to make map, 15 minutes for discussion).

Process

- Select a Girl Safety issue to discuss, drawing on discussions from earlier exercises. Draw or write the problem in the middle of the diagram.
- Encourage the participants to discuss the immediate causes of the problem.
- Draw or write each one on the diagram underneath the problem. Use arrows to show how one thing causes another.
- For each of the immediate causes, encourage the participants to identify the causes behind it. Keep asking: But why does this happen? Draw or write each of these causes underneath the immediate cause. Repeat the process until all of the possible causes of causes have been identified.
- Encourage the participants to identify the immediate effects of the problem. Draw or write each one above the problem. Keep asking: What happens next? Again, use arrows to indicate how one issue affects another.
- Follow the same process as before, this time until all of the possible effects have been identified.
- Discuss what the diagram shows. For example, how many causes and effects are there for one problem? Which are the most important? What things can we do something about?
- Ask participants what could be done to address the causes of the problem and lessen the effects.

SOCIAL NETWORK MAPPING

Aim

To identify relationships within a community that can be strengthened for Girl Safety.

Objectives

- To explore relationships within a community and understand what is important about these different relationships for girls – for example, do these relationships provide practical help, emotional support or information?
- To understand how people communicate within a community, and how information is, or is not, shared.
- To explore the benefits and risks of different relationships.
- To provide a non-threatening way to identify the different people and organisations that can provide support to a girl on safety.

Materials

- Paper and pens.

Time

- 30 minutes (15 minutes to make map, 15 minutes for discussion).

Process

- Divide larger groups up to make social network maps for different ages and groups of girls, e.g. 14 years old and attending school.
- Agree on relationships to map – for example, the relationships of a 'typical' girl found in the community, such as a school girl, or the social relationships of an actual girl or group of girls.
- Show this person at the centre of the map. Show other people (or households, groups etc.) on the map with whom they have important relationships that can help keep them safe. Use lines and arrows to indicate relationships and use different coloured lines, or lines made from different objects, to show different kinds of relationships – for example, 'helping' relationships, friendships etc.
- Use distance between people and the person cared for on the map to show the importance of the relationship – the closer to the person, the more important the connection.
- Discuss what is shown on the map and what this means for strengthening community action on Girl Safety. For example, how many different types of people and organisations can provide support?

How are the relationships between the girl and the different types of people and organisations? What are the relationships like among the different types of people and organisations? How can relationships empower girls rather than make them dependent?

SOCIAL NETWORKING

Social network map for girl attending school in Nigeria, from Girl Hub Nigeria

DESIRE TO CHANGE

Aim
To enable participants to consider how to make changes for Girl Safety.

Objectives
- To provide a non-threatening way to identify changes that people need to make in their lives and community in relation to Girl Safety.
- To assess how people feel about those changes, including which are easy or hard and why.

Materials
- String or stick to mark line on the ground, local material to symbolise 'easy' and 'hard'.
- Pen and paper to record discussions.

Time
- 30 minutes.

Process
- Mark a line on the ground. State that one end means 'easy' and the other end means 'hard'.
- Ask the participants to identify a way in which individuals or the community need to change in relation to Girl Safety.
- Ask a volunteer to stand on the line that you have drawn, according to how easy or difficult they think it would be for individuals or the community to make the change.
- Ask the volunteer to explain why they have chosen to stand where they are.
- Ask them what support individuals or the community would need to make the change easier. Ask the other participants if they agree.
- Ask the participants to identify another way in which individuals or the community need to change. Repeat the process for another six to eight changes.
- Record what is easy and what is hard to change in a way that all participants can see.
- When the activity is complete, encourage the participants to discuss what the exercise has shown. For example, what makes changes easy or hard? What sort of support do individuals or the community need to make changes easier? How could that support be provided? By whom?

OUR HOPES FOR GIRL SAFETY

Aim

To enable participants to consider how to make changes for Girl Safety.

Objectives

- To identify different people's hopes for change in the future.
- To identify different people's expectations of community action.
- To start identifying strategies for change.

Materials

- Paper and pens or crayons.

Time

- 30 minutes.

Process

- Small or large groups can make a desired change diagram. Divide large groups into peer groups.
- When this tool is used to develop a community-level analysis, it is important to make sure different views are well represented, as people are likely to have different ideas about what changes they would like.
- Agree on the time period to be discussed.
- Ask participants to draw pictures showing important changes to Girl Safety they would like to see at the end of the time period.
- Discuss what is shown in the pictures.
- Looking at what people desire to change, agree what the objectives of community action on Girl Safety should be.
- Discuss the pictures again after a period of time to see which of these changes have happened.

GIRL SAFE SERVICE PROVIDERS

All service providers that are linked to the programme should put in place their own safety measures to ensure their service provision does not put girls at risk e.g. schools should have protection or safeguarding measures in place to ensure the school environment and teaching practices do not harm girls; finance institutions delivering services to girls should also have safeguarding measures in place so that the service is delivered safely. You can use your own child protection or safeguarding policies and procedures as a starting point for discussion with service deliverers, use resources at www.keepingchildrensafe.org.uk or UNICEF's 'Children are Everyone's Business: A practical workbook to help companies understand and address their impact on children's rights'.

TABLE 1.5 CHECKLIST FOR IMPLEMENTATION

WHO
• Appropriate family members have understood and provided permission for girls' involvement in programme activities. • Girls who are outside of family care have understood and agreed on their involvement in programme activities. • Girls have chosen peer(s) or mentor(s) to exchange support on girl safety issues. • Relationships with organisations or professionals who can support girl safety cases are being built.
WHAT
• Communities have agreed on some key initiatives that will help keep girls safe. • Service providers have their own Girl Safety measures in place.
HOW
• Risks and safety are regularly discussed during programme implementation and are being addressed through risk mitigation and adaptations to the programme.
WHEN
• Programme activities have been designed to take place at appropriate times in safe spaces. • Girls' involvement in programmes is not compromising their other responsibilities or overloading them.
WHERE
• The school discusses with girls how to journey to and from school safely. • Where girls need to travel to, or through, risky places, arrangements are in place for them to do so with a peer or adult supporter.
WHY
• Girls understand the risks, and are comfortable participating in the programme. • Girls are confident in raising issues of safety with other girls and those involved in the programme.

MONITORING & EVALUATION:

SAFETY STRATEGIES

- Develop **indicators for monitoring and evaluating** the safety of a programme.
- Regularly **monitor the safety of the programme** throughout all stages.
- Ensure **key stakeholders are involved** in monitoring and evaluating programme safety.
- Ensure that **girls have safe opportunities** to participate in monitoring and evaluating programme.

Monitoring and evaluating (M&E) Girl Safety in programming is extremely important. Developing girls' potential, and increasing their assets, demands innovative programming. Organisations need to regularly check whether the programme is meeting its objectives on safety, as well as meeting its overall programme objectives, so that unanticipated risks, or actual harm, are addressed immediately. Organisations also need to use monitoring and evaluation as opportunities to learn and increase general knowledge on what works for girl safe programming, and what does not.

SAFETY FRAMEWORK FOR MONITORING & EVALUATION

WHO

- Include a representative sample of those involved in the programme in monitoring and evaluating the safety of the programme.

WHAT

- Design indicators for monitoring and evaluating the safety of programmes.

HOW

- Adapt existing programme monitoring and evaluation tools to include safety.
- Use existing processes or exercises to effectively monitor and evaluate the safety of the programme.

WHEN

- Monitor the safety of the programme at the same time as monitoring its overall progress.

WHERE

- Monitor and evaluate services or programmes at the point at which they are being delivered.

WHY

- Use information and learning from monitoring and evaluation to improve programme design.

SAFETY TOOLS

Monitoring Framework

The following form can be used, or adapted, to record agreed indicators, how the data will be collected e.g. through the use of the exercises in this toolkit, when the data will be collected, and who will lead the different monitoring or evaluation activities.

Programme Objectives	**Key Programme Intervention**	**Indicators for safety**	**Data collection methods**	**Time, schedule, frequency**	**Lead person**
			How is data to be obtained? Example: through a survey, a review or stakeholder meeting, etc.	When will monitoring take place?	Who is responsible for organising the data collection and verifying data quality and source?
Girls of 15 to 18 years have increased access and information on reproductive health	•Reproductive health nurse in local clinic •Contraceptive advice and devices provided to girls	Girls personal information remains confidential Advice provided in private sessions	Review of patient confidentiality arrangements Interviews with health centre staff and girls using the service	Annually as part of annual programme review	Project/ programme officer

GUIDELINES FOR IMPLEMENTING SAFETY STRATEGIES DURING MONITORING AND EVALUATION

INDICATORS FOR MONITORING AND EVALUATING GIRL SAFE PROGRAMMING

You will need to develop a set of indicators to monitor and evaluate the safety of the programme. If you considered safety during the design stage, refer back to the programme interventions you agreed at this stage to help develop M&E indicators. If you did not consider safety during the programme design stage, use the checklist to select a few indicators to use to begin monitoring safety.

The checklist on page 100 contains examples of indicators for consideration.

REGULAR SAFETY MONITORING

Monitoring whether programmes and projects are safe for girls should be done on a regular basis, preferably at the same time as you monitor programme and project activities by including additional questions on safety.

Some indicators can be monitored annually (as the example in the Monitoring Framework). If risks were identified as particularly serious or common during the design stage, you should initially monitor safety at least monthly or quarterly to check if they have been mitigated. Girls should be encouraged to report safety issues as and when they arise and not wait for monitoring to take place.

You can begin monitoring safety in your programme at any point, even if you did not design your programme with safety in mind. Exercise Monitoring Girl Safety in Programmes has been designed for this purpose.

MONITORING GIRL SAFETY IN PROGRAMMES[16]

- Adapt the role-play to fit the programme you are implementing.
- Create opportunities during the exercise to stop, or use games and ice-breaking exercises to lift participants if they become emotional.
- Identify safe and unsafe activities taking place in the programme.
- Identify a range of possible programme activities that need to be added to or changed to make it safer.
- Use the outcomes to redesign or adapt the programme if necessary.

[16] Adapted from exercise in Keeping Children Safe Toolkit (2010)

MONITORING GIRL SAFETY IN PROGRAMMES

Aim

To assess risks in a current programme that was not designed with safety in mind.

Objectives

- To understand what is meant by risks to safety.
- To agree on potential risks within a current programme.
- To agree on programme adjustments to include safety.

Materials

- Flipchart paper and marker pens.

Time

- 40 minutes.

Preparation

Think about an introductory talk for the session. This session uses role play which can be a very effective tool in helping people to learn about important issues and to help them remember what they have learnt. It allows all kinds of difficult situations to be covered in a relaxed way and can encourage people to discuss the problems raised through the role play, and to consider how best to address them.

A suggested role play is included below but should be adapted for the different programmes being monitored. Prepare the following seven cards to pass to participants:

- 'Take the girl to a separate room and ask the parent to stay outside'.
- 'Look for your money which you thought you put in your pocket'.
- 'You need to go to the toilet so tell your colleague and leave the room'.
- 'Start to cry'.
- 'Comfort the girl'.
- 'Return to the room'.
- 'Go into the room where your daughter is'.

Process

Begin by explaining that it is important to focus on Girl Safety at every stage of the programme cycle, include the following points:

- Your programme design might be great, but can fail when you try to put it into practice.
- It is very important to think about and respect Girl Safety as programmes are implemented.

Role play

1. Explain that you will be leading a role play to show how easy it is to neglect to omit Girl Safety when implementing a programme.
2. Ask for four volunteers to take part:
   - *One is a girl involved in the programme.*
   - *One is a parent.*
   - *Two are people employed to implement the programme.*

   The rest of the participants are programme evaluators.
3. Explain to the role players that you will pass them cards with instructions about what they should do at different points. When a card is passed to a role player and they take action, the other role players should react accordingly.
4. Explain that two staff are involved in running a micro-finance programme in a community centre.
5. Explain that the girl comes to the centre with her parent to deposit money into her savings account.
6. Begin the role play by asking the two staff to welcome the parent and girl to the centre, and the girl and parent to say why they have come.
7. Pass one of the staff the card which reads: 'Take the girl to a separate room and ask the parent to stay outside'. Let the action take place and the other role players respond.
8. Pass the girl the card which reads: 'Look for your money which you thought you put in your pocket'. Let the action and responses take place.
9. Pass one of the staff the card which reads: 'You need to go to the toilet so tell your colleague and leave the room'. Let action and responses take place.
10. Pass the girl the card which reads 'Start to cry', and the remaining staff member the one which reads 'Comfort the girl'. Let these actions take place.
11. As soon as the staff member begins to comfort the girl pass the staff member who left the room the card which reads 'Return to the room', and the parent the one card which reads 'Go to the room where your daughter is'. Let these actions take place and role players respond.

Discussion

After the role play bring the group back together and discuss:

- What risks were taken in the role play?
- What could have been done differently to prevent them?

Now ask the group to think about the programme being implemented:

- What Girl Safety risks are taken in the way the programme is implemented? Some of these are…
- What strategies would help combat these risks to girls? Some of these are…
- What steps might ensure that strategies are implemented consistently by all involved in the implementation phase of the programme? Some of these are…
- How could these strategies be incorporated in the programme proposal? Some of these are…
- How can the programme be adjusted now to include safety?

ENSURE KEY STAKEHOLDERS ARE INVOLVED IN MONITORING AND EVALUATION

Key stakeholders who have an important role to play in monitoring and evaluating safety were identified during the design stage and recorded in the Girl Safety Form.

The organisation and girls themselves, can monitor safety at regular intervals using the following exercises. You can support girls to facilitate these exercises themselves and also support them to conduct regular monitoring activities using an adapted monitoring tool provided in the Safety Tool section. If using mobile technologies as part of your programme, you can agree with girls how to utilise the technology to support monitoring safety.

Service deliverers should formally monitor the safety of their services and will need support to do so. The indicators they use can be drawn from those designed to monitor your own programme e.g. schools can develop a set of indicators which correspond to safe interventions agreed for your education programme; health providers should be recording information accurately on the girls who are accessing health services and notify appropriate authorities if they are concerned about a girl's welfare.

Communities can monitor Girl Safety.

- You can facilitate communities using adaptations of the following exercises. If you have designed a safety programme which includes community child protection mechanisms, monitoring the effectiveness of those mechanisms will need to be conducted by communities, using indicators drawn from those designed for your programme.
- Communities can be encouraged to identify and discuss issues of Girl Safety in community meetings. If the community has concerns about a specific girl or her family, they need to discuss this with your organisation and/or report to authorities or the local child protection mechanism.

If working with a large number of stakeholders, choose a representative sample of specific groups to include in monitoring and evaluation.

You can choose which of the following two exercises is most suitable to use to evaluate the safety of the programme, depending the groups you are working with. The Smiley Face Scale may be preferable for groups who are uncomfortable with drawing pictures.

ALL EXERCISES:

- Difficult issues may emerge – consider what these might be beforehand and how to respond to them or facilitate the discussion.
- Respond to disclosures of actual abuse – these need to be followed up appropriately.
- Identify risks that are not being addressed in the programme.
- Identify safety strategies that are working well and can be adopted elsewhere.
- Explain what happens after the exercise – outcomes will inform:
    - *Redesign of programmes.*
    - *Additional capacity building initiatives for staff, girls and communities.*

SMILEY FACE SCALE

Aim

To monitor and evaluate safe programme interventions with girls or communities.

Objectives

- To monitor and evaluate whether the safe programme interventions or safety strategies within a programme are understood by girls or communities.
- To monitor and evaluate whether girls or communities are acting on safety concerns.

Materials

- Paper and marker pens, dots.

Time

- 30 minutes.

Preparation

- Decide on research questions, these must be formulated as positive statements of opinion that can be evaluated by stakeholders according to whether they 'Strongly agree, Agree, are Neutral, Disagree, Strongly disagree, or Don't know'. Make sure the questions are appropriate for the group and that they know something about them.
- Prepare a worked example in advance to help explain the process.
- Prepare a blank matrix (see illustration below), with the statements to be evaluated, and the various levels of agreement or disagreement. You can write the meaning of the smiley faces underneath them (Strongly agree; Agree; etc.) or ensure that participants understand the meaning behind the faces.

Process

- Give each participant one voting dot per statement to be evaluated.
- Instruct participants to be careful to put only one dot in each column, for the different statements to be evaluated. Ask participants to vote one by one.
- Then calculate (or ask a participant to calculate) results for each statement (Strongly agree = 5; Agree = 4; Neutral = 3; Disagree = 2; Strongly disagree = 1; Don't know = 0 and the vote is not counted).

Calculate the mean for each question, and interpret the results with the group. Facilitate the group to discuss in more detail the statements made so you can be confident that, for example, they understand the risks involved in the programme.

Adaptation

- If facilitating this exercise with groups who are illiterate you can use the scale but work through each statement verbally with group and number these as 1, 2 etc.

SMILEY FACE SCALE

Statement to be evaluated					
I am asked by the organisation what makes me feel safe	●●●●●	●●●●●●	●●●●		
I know who to report abuse to	●●●	●●●	●	●●●●●●	●●●
I feel confident to report abuse	●●●●●●●	●●●●●	●●●		
I understand the risks involved in the programme I am involved in				●●●●●●	●●●●●●●●
I feel confident that many of the risks are being addressed		●●●●	●●●●●●●	●●●●	

IMPACT DRAWINGS[17]

Aim

To monitor and evaluate safe programme interventions with girls or communities.

Objectives

- To monitor and evaluate whether safe programme interventions or safety strategies within a programme are understood by girls or communities.
- To monitor and evaluate whether girls or communities are acting on safety concerns.

Materials

- Coloured pens or crayons, flipchart size paper, notebook and pen, sticky tape.

Time

- 1 hour.

Process

- Impact drawings are a great tool to boost reflection and creativity when soliciting testimonials. They can be used to describe past, present or future situations, and to illustrate change.
- Usually done in a group setting. Start with a moment of relaxation and reflection (can be done with relaxing music). Prompt girls to think about their involvement in the programme, the activities they have been part of, and what has changed in their lives as a result. Ask them to think about what has made them feel safe in the programme and what has made them feel unsafe or frightened.
- Then ask girls to draw, on A4 paper, something that changed their feeling of safety in the programme, at home or in school.
- The girls should use at least three colours in their drawings to demonstrate how their feeling of safety changed for the better or for the worst. Tell them not to worry about not being great artists. When everyone is finished, each girl presents their impact drawing.
- The presentations should be carefully recorded verbatim (and in the first person) by skilful note takers, just as for a regular testimonial. Recording the stories that go with each drawing is critical in being able to use them as evaluation data.
- Agree with the girls what should be done with their drawings – they can be stored by the organisation or destroyed.

[17] Adapted from Child to Child Trust exercise in Keeping Children Safe Toolkit (2010)

CHECKLIST FOR MONITORING AND EVALUATION

The following table provides suggestions to consider for the design of monitoring and evaluation indicators for your programmes. They have been categorised for changes you might expect to see for girls, families, communities and, where relevant, formal authorities. You should use these indicators as prompts for designing indicators that are relevant for your specific programme. You will need to decide what percentages are appropriate for your programme, but bear in mind that some indicators for girl safety should be 100%.

POTENTIAL MONITORING AND EVALUATION INDICATORS FOR SAFER PROGRAMMES

Girl

- 100% girls can identify at least three risks to their safety and actions to address the risks.
- X% girls provide support to peers facing risks of harm.
- X% more girls are participating in awareness raising and other activities.
- X% girls are taking part in decision-making on safe programming.
- 100% girls can identify where to report abuse.

Family

- X% parents demonstrate understanding of girl safety issues.
- 100% girls report an improved relationship with parents.

School

- X% teachers demonstrate increased awareness and understanding of child rights and girl safety.
- X% girls report improved attitude of teachers towards girls.
- X% teachers know how to respond to suspected abuse and neglect.
- X% increase in reporting by teachers of girl safety issues.
- 100% schools have protocols on bullying.
- 100% girls report reduced use of corporal punishment.
- X% fewer pregnancies among school girls.

Community

- X% community members demonstrate increased awareness of child rights and girl safety.
- X% communities have designated safety champions who understand their role and responsibility.
- X% community members can identify and know how to contact designated safety champions or where to report an abuse.

Civil society

- Networks formed amongst CSOs to support girl safety.
- All CSOs actively monitoring girl safety within their programmes.
- All service deliverers within adolescent girl programmes have developed their own girl safety measures.

SECTION III:
ADDITIONAL RESOURCES AND SUPPORT

AbleChildAfrica
Disability Mainstreaming Toolkit. December 2013.

Adolescent Girls Initiative (World Bank)
Information on making youth employment girl friendly.

Child To Child Trust
Tools and expertise on children's participation in a range of programming interventions including protection.

Keeping Children Safe
Range of materials for strengthening organisational measures to safeguard children from harm, including exercises from Keeping Children Safe members such as World Vision.

Girl Effect
Information and tools on adolescent girls' programming.

Plan
Information for adolescent girls' programming.

Population Council
Tools and expertise on programming for adolescent girls.

Women's Refugee Commission
Tools and expertise on preventing gender-based violence and expanding livelihoods for adolescent girls.

ANNEX I:
GIRL SAFE PROGRAMMES

TABLE 1.6 LIVELIHOOD AND ECONOMIC EMPOWERMENT PROGRAMMES[18]

IDENTIFYING RISKS

- Assess current practices around livelihood and economic opportunities – what opportunities are currently acceptable for girls, what are not (note: this is to understand how to build safety into opportunities which are unacceptable, rather than decide not to offer those opportunities).
- Review girls' ability to safely travel to/from by land and water.
- Assist girls to conduct safety assessments of possible locations for their businesses.
- Assess the potential impact of interventions on girls schooling, family and home responsibilities etc.
- Assess existing commercial and sexual exploitation practices – what are these, who is commonly involved in perpetrating the exploitation, how do girls become engaged in these practices.

COMMON RISKS

- Girls are involved in livelihood and economic empowerment activities at the expense of schooling or other activities they should be engaged in.
- Girls have an unmanageable workload between home, school and livelihood responsibilities.
- Girls' reputation and dignity is compromised. E.g. assumptions made on how they achieved their increased wealth.
- Girls' increased wealth is appropriated by others within the family or the wider community.
- Girls are producing or marketing goods in unsafe places e.g. marketing goods at markets which are mainly frequented by men.
- Proposed livelihood activities are known to lead to exploitation e.g. activities which place women and girls at the bottom of the value chain and require exploitative exchanges to move up it.
- Girls' increased wealth, power, and agency places them at risk of violence within their family or community.

SAFE PROGRAMME INTERVENTIONS

CASH TRANSFERS

- Transfer cash directly into a bank account, mobile money account or other place deemed safe by the recipient.
- Use ATM cards in the girl's name or mobile cash transfers instead of cash when appropriate based on distance and safety to collection points and literacy levels.
- Do not make transfers to girls conditional on behaviour.

VOCATIONAL SKILLS TRAINING

- Offer courses at times that allow girls with schooling or heavy care burdens to participate. Provide child care for staff and participants to allow mothers to be both teachers and pupils.
- Consider the range of support that girls might need to attend these trainings e.g. stipends.
- Encourage and support girls to take courses outside their traditional gender roles as these may lead to expanded opportunities, higher wages and higher status positions.
- Train teachers in sexual exploitation and abuse and reporting mechanisms and sign codes of conduct. Ensure female instructors are well represented among training centre staff.
- Include transferable skills in trainings – financial literacy, business management, computer skills, and marketing that strengthen girls' ability to manage and control their assets.
- Include post-course work apprenticeships and/or job placement services with placement sites appropriately screened and monitored for safety.
- Place girls only in sites with other female employees/apprentices.

LIVESTOCK DISPERSAL

- Target livestock dispersal programmes and include girls as recipients for large livestock (cattle, goats, sheep, pigs) not just small animals (chickens, rabbits, bees).
- Provide veterinary services and animal welfare training, especially to those less familiar with maintaining livestock health.
- Create links for girls to markets, suppliers and buyers and encourage and support girl producers groups.

AGRICULTURE/CROPS/FISHING

- Negotiate girls' access to land, water and equipment.
- Support girls to develop buying and selling cooperatives to facilitate equitable pricing and safety in purchase and marketing practices.
- Create links for girls with trustworthy vendors, transport companies and end markets.

MICRO AND SMALL ENTERPRISE

- Provide business development services and ongoing mentoring to girls.

MICRO-FINANCE

- Base business start-up loan sizes on the local economic environment so that girls do not receive disproportionate amounts of money.
- Ensure repayment schedules are realistic and controlled by girls to ensure vulnerability to exploitation is not increased.
- Monitor that:
    - *Girls control the loan and business.*
    - *The loan does not increase girls' poverty level and therefore vulnerability to exploitation.*
    - *That girls are not entering into a cycle of debt by accepting multiple loans.*

TABLE 1.7 EDUCATION PROGRAMMES

IDENTIFYING RISKS

- Assess current practices around corporal punishment in schools.
- Analyse school enrolment and retention rates.
- Assist girls to conduct safety assessments of travel to and from school.
- Assess patterns of school drop outs: age of girls, reasons for drop out.
- Assess safety of school environment e.g. location and privacy of toilets.

COMMON RISKS

- Corporal punishment within schools, whether illegal or otherwise.
- Sexual exploitation of girls by teachers in exchange for good grades.
- Harassment of girls on the way to and from school.
- After school clubs being held at a time and place where returning home poses a risk to a girl's safety.
- Inadequate or inappropriate toilet facilities for girls i.e. shared or exposed toilets.
- Bullying of girls by other school children.
- Inadequate or inappropriate facilities for girls with disabilities.

SAFE PROGRAMME INTERVENTIONS

SCHOOL ENVIRONMENT

- At least one female toilet is wheelchair accessible.
- Toilet doors have locks which cannot be opened from the outside
- School is designed as a community resource as well as a place of learning.
- Corridors are wide enough for wheelchair users.

SCHOOL POLICIES AND PROCEDURES

- Schools have policies on protecting children in their care, including protocols on bullying, punishment and harassment.
- Schools have referral mechanisms in place for reporting on abuse and seeking medical help where this is necessary.
- School management meetings include a review of children's welfare and the management of any cases that have arisen.
- All teachers have signed a code of conduct, which includes their behaviour towards children and obligations to report on suspected, or actual abuse.

TEACHING PRACTICES

- Alternatives to corporal punishment have been provided to teachers and they are equipped in their use.
- School curricula include child protection and safety for specific groups of vulnerable children e.g. adolescent girls, girls with disabilities.
- Teachers have the opportunity to discuss concerns they have over a child's welfare during regular meetings and supervisions.

[18] For additional information and resources, refer to the Women's Refugee Commission's report, Preventing Gender-based Violence, Building Livelihoods: Guidance and Tools for Improved Programming (http://wrc.ms/S3jGQd), their e-learning tool on the same topic (http://wrc.ms/QPilqF), and their webinar (http://wrc.ms/QrBXEl).

TABLE 1.8 HEALTH PROGRAMMES

IDENTIFYING RISKS

- Assess the health situation in the programme area and the specific needs of girls.
- Assess local medical practices for girls and whether these are comprehensive and confidential.
- Assess referral mechanisms for health practices and whether these are suitable for girls needing additional care or support.

COMMON RISKS

- Inadequate or inappropriate information on sexual reproductive health including risky behaviours and practices.
- Exploitation of girls by medical care staff.
- Inadequate or inappropriate care for girls who have been subject to violence.
- Inadequate confidentiality arrangements for girls seeking medical care.
- Medical care is located at a significant distance from girls' homes which makes access difficult or risky.

SAFE PROGRAMME INTERVENTIONS

APPROPRIATE MEDICAL CARE

- Girls have access to reproductive health services.
- Girls have access to outreach services for general health.
- Girls who are admitted to clinics and hospitals are accompanied by a parent or carer that they are comfortable with.
- Mental health programmes focus on integration and promotion of resilience rather than trauma.
- Medical staff dealing with girls subjected to violence have received appropriate training.

INFORMATION AND SUPPORT

- Support groups for girl mothers are available.
- Referral mechanisms for girls subjected to violence have been identified and put in place.
- Cases of abuse are appropriately documented and used to inform better practices and response by the health practice and other authorities.

TABLE 1.9 WATER AND SANITATION PROGRAMMES

IDENTIFYING RISKS
• An assessment of the location of water points has been made. • An assessment of who within the family fetches water and at what time has been made. • Assessments for sanitation programmes includes specific considerations for girls e.g. the location of toilets.
COMMON RISKS
• Girls fetch water at times when they may be alone and at risk, or the water point is far from home. • Toilets are public, have no locks or are made so that it is possible to see inside.
SAFE PROGRAMME INTERVENTIONS
• Water points are located in safe spaces within the community. • Water can be fetched by groups of girls who support one another. • Sanitation design ensures privacy and safe use by girls.

TABLE 2.0 RESEARCH COMMS AND ADVOCACY PROGRAMMES

IDENTIFYING RISKS

- An assessment of all activities, girls participation, and possible repercussions has been made.
- An assessment of the research methodologies and support needed has been made.
- An assessment of the 'publicity' surrounding girls from these programmes has been made.

COMMON RISKS

- Girls distributing print media do so at times when they may be alone and at risk, and far from home.
- Girls featured in media are easily identifiable.
- Girls managing radio programmes discussing controversial issues are easily identified and at risk of harassment, including on air.
- Girls asking research questions on sensitive topics with adults who resent this – potentially this could lead to violence and ostracization.
- Girls researching or undertaking communications activities which require them to be in unsafe places or with unsafe people e.g. in bars, or markets after dark.
- Girls asking research questions on sensitive topics with peers, and discussing painful issues which they themselves may have experienced – this may result in their own distress.
- Girls are publicly advocating on issues which put them at risk of violence.

SAFE PROGRAMME INTERVENTIONS

- Girls should be appropriately trained and prepared for their role.
- Adult, or older, supporters should be engaged to support girls with communication and research activities where appropriate – adult supporters should be chosen by girls and not be someone who would compromise respondents' willingness to provide input.
- Where girls need to travel, they should do so with a peer or adult supporter.
- Preparation needs to take place with those who will be invited to respond to research activities so they are prepared for girls leading on, or participating in, the activity.
- Where adults are uncomfortable with discussing topics with adolescent girls, provision needs to be made for alternatives e.g. the girls focus on their peers whilst directing adult supporters on what to ask of other adults.
- Adult supporters should accompany girls, or conduct activities instead of them, in places where it might prove unsafe for them to conduct the activities alone.
- Information on those girls conducting the research should be limited for those invited as respondents.
- Opportunities should be identified for girls to debrief on the results of the activities and how they feel about having conducted them.

TABLE 2.1 CHILD PROTECTION PROGRAMMES

IDENTIFYING RISKS

- An assessment of traditional approaches to protection and attitudes towards girls has been made.
- An assessment of the range of child protection issues and concerns has been made.
- An assessment of the formal system for child protection has been made.
- An assessment of wider development programmes that can support child protection has been made.

COMMON RISKS

- Girls' awareness of their protection rights is in conflict with community attitudes towards protection within families and communities.
- Harm towards girls is reported formally, but the report is inadequately dealt with and exposes girls to further risk of harm and abuse.
- Reducing one form of harmful work for girls leads to them being involved in another if wider family social protection interventions or safer alternative forms of work are not included in the programme.

SAFE PROGRAMME INTERVENTIONS

- Responses to harm should include appropriate community-based and formal authority responses.
- Child protection programmes designed to eliminate sexual and commercial exploitation should be accompanied by livelihood interventions or social protection measures.
- Programmes should include awareness raising on protection and agreement on roles and responsibilities.
- Child protection programmes should be integrated into formal institutions with which girls engage.
- Innovative mechanisms to identify and address violence towards girls is incorporated into the programme e.g the use of mobile technologies to document and report on risks and incidents of violence.

ANNEX II:
FORMS FOR GIRL SAFETY

GIRL SAFETY FORM

Programme/ activity	Risk of Harm	Existing Safety Mechanisms	Additional Safety Strategies Required	Key Stakeholders for Additional Safety Strategies

MONITORING AND EVALUATION FRAMEWORK

Programme/ activity	Key prgm interventions	Indicators for safety	Data collection methods	Time, schedule, frequency	Means of verification
			How is data to be obtained? Through a survey, review or stakeholder meeting, etc.	*When will monitoring take place?*	

SAFETY MAPPING CHART

Focus Group Topic:		**Date:**		
Place	Safety	Harm	Specific risks	Safety strategies
	Never feel safe Sometimes feel safe Always feel safe	Psychological: Physical: Sexual: Other:		
	Never feel safe Sometimes feel safe Always feel safe	Psychological: Physical: Sexual: Other:		
	Never feel safe Sometimes feel safe Always feel safe	Psychological: Physical: Sexual: Other:		
	Never feel safe Sometimes feel safe Always feel safe	Psychological: Physical: Sexual: Other:		
	Never feel safe Sometimes feel safe Always feel safe	Psychological: Physical: Sexual: Other:		
	Never feel safe Sometimes feel safe Always feel safe	Psychological: Physical: Sexual: Other:		

ANNEX III:

PROTECTING GIRLS GAME

Girls (Group 1)

- Need to know what is happening.
- Some have skills to resist but others are more vulnerable (refer to the balloon game, some ran away and others were caught quickly). Think about the size of the balloons: the smaller ones represent less vulnerable girls who are, therefore more flexible, and more difficult to damage. The larger ones represent those more vulnerable to damage.
- All need some skills to protect themselves but they are not responsible for protection - adults are.

Emphasise the following:

- *In each situation in which you run programmes there will be girls who are more vulnerable to violence and abuse. Very vulnerable groups (e.g., girls with disabilities, street girls, orphans or separated girls) have special protection needs.*
- *We, as adults, are responsible for protecting every girl who comes into contact with our organisation's programmes.*

Protectors (Group 2)

- Need to know what is going on.
- Need to combine forces and protect as a group, not just as individuals.
- Need to know the tactics of people who intentionally abuse girls, or how girls become more vulnerable.

Emphasise the following:

- *In most societies there are people who are natural protectors, e.g. grandparents protecting girls in domestic violence situations, or teachers who are protectors. There are also systems that are protective of girls, such as strong laws or social services. Sometimes communities can offer protection to girls through informal protection mechanisms.*
- *It is important to be aware of these protecting laws, mechanisms and people when designing and implementing programmes, so you can support them where possible.*

Abusers (Group 3)

- Need to know that their behaviour is unacceptable.
- Ignorant people, or those who don't do anything to protect girls, need to know how their actions make girls more vulnerable.

Emphasise the following:

- *People abuse girls or make them more vulnerable for many reasons. It is important to try to identify these reasons and think about how to deal with them when you are designing and implementing your programmes.*

Uninformed participants in a programme (Group 4)

- Saw possible solutions and wanted to do something but were not sure what to do.

Emphasise the following:

- *We should always consider programmes from the point of view of Girl Safety and think about it in every part of the programme/project cycle.*
- *It is important that all programmes keep girls safe.*
- *All participants within a programme must become protectors.*

ANNEX IV:
ASSET CARDS FOR ASSET BUILDING GAMES

Knows how to get access to information on safe financial practices

Understands the obligations of a loan and can manage repayments

Knows what the nearest emergency health service is

Knows the different ways which someone can get HIV

Knows where to get an HIV test

Knows about different kinds of family planning

Has a safe place to stay away from home if she needs to

Knows where to go if she is being threatened

Has a mentor or a trusted adult to discuss issues of safety

Has a safe place to meet friends at least once a week

Knows the child protection champions in her community

Able to sell products in a place and at a time she feels safe to do so

Knows to ask for a female officer if she is uncomfortable with a male

Knows what the different forms of child abuse are

Knows that female genital mutilation is illegal

Knows how to make a formal complaint

Is able to discuss the activities she is engaged in with her family

Is confident to talk with her friends about safety

Has a plan to avoid harassment in the streets

Knows that teachers aren't supposed to ask you to come to their homes to get a good grade

Knows about her menstruation and the related health and hygiene issues

Knows what a condom is/does and how to use

Understands the risks associated with certain types of unsafe work

Knows when most girls are circumcised customarily

NEVER
GIVE
UP